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Ontario Department of Education

REGULATIONS, COURSES OF STUDY

AND

EXAMINATIONS

OF THE

Normal Schools

OF

ONTARIO

FOR

SECOND CLASS AND KINDERGARTEN-PRIMARY CERTIFICATES

Session 1921-1922

PRINTED BY ORDER OF
THE LEGISLATIVE ASSEMBLY OF ONTARIO

TORONTO:
Printed by CLARKSON W. JAMES, Printer to the King's Most Excellent Majesty
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I. Regulations, Courses of Study

AND

Examinations

FOR

Second Class Certificates

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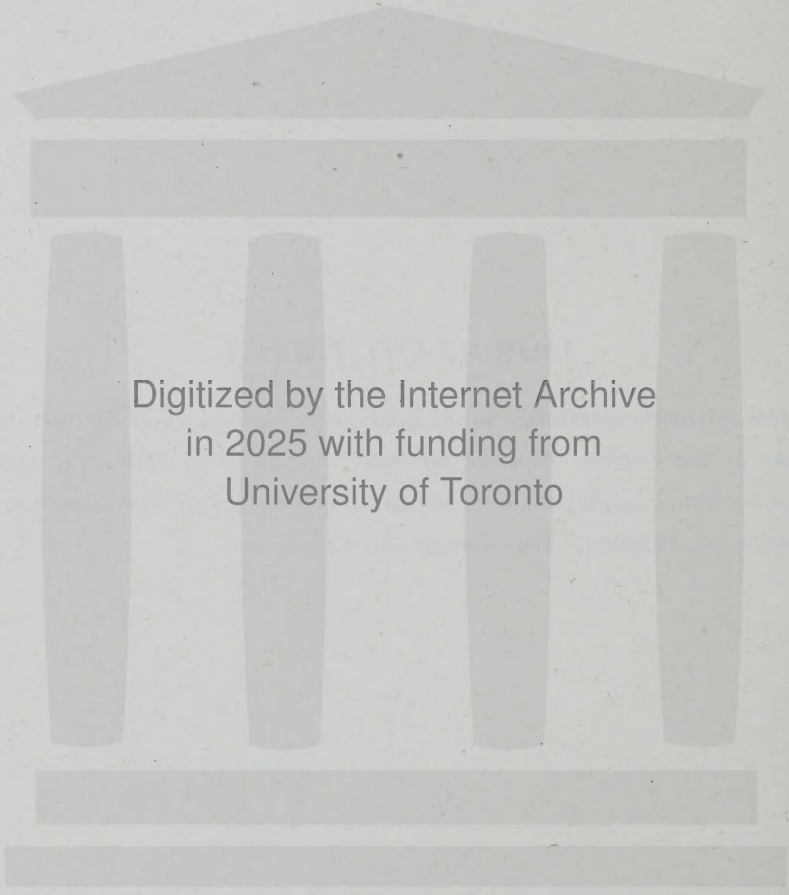
IMPORTANT NOTICE

Applications for admission to the courses for Second Class certificates shall be made to the Deputy Minister not later than August 27th on a form to be supplied by him. Applicants who fail to comply with this provision will forfeit their claim to admission. (See Regulation 4.)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I. REGULATIONS, COURSES OF STUDY, AND EXAMINATIONS FOR SECOND CLASS CERTIFICATES

LOCATION

1. The courses for Second Class certificates are given at the Normal Schools and the rural and urban Public Schools which are used as Model Schools in connection therewith, at Hamilton, London, North Bay, Ottawa, Peterborough, Stratford, and Toronto.

PURPOSE

2. The purpose of the courses for Second Class certificates is to prepare candidates therefor in the theory and the art of organizing, governing, and teaching the pupils of the Public and the Separate Schools; and to improve the general culture of such candidates and, in particular, their academic preparation for teaching the subjects prescribed in the syllabus of studies for the Public and Separate Schools.

CONDITIONS OF ADMISSION

3. The qualifications for admission to the course for a Second Class certificate are as follows:

(1) The certificate that the applicant has passed the Lower and the Middle, or the Lower and the Upper School examinations, or that he holds a degree in Arts from a British University, approved by the Minister as the equivalent thereof in the standard and the content of the undergraduate courses therefor.

(2) The following documents, on official forms to be supplied to him on application to the Deputy Minister:

(*a*) A statement signed by himself that he applies for admission to a Normal School with the intention of teaching at the earliest opportunity.

(*b*) *An agreement that, if successful in obtaining a teacher's certificate, he will teach thereon in the Provincial schools of Ontario for at least the first year of his subsequent teaching experience.*

NOTICE.—*A violation of this agreement renders the certificate invalid.*

(*c*) A certificate from competent authority that he is a British subject, and, except as provided in Regulation 6 (1) (*a*) below, either a certificate from the Deputy Registrar General of Births, Parliament Buildings, Toronto, or a declaration by one of the parents or other relative or other person cognizant of the fact, that the applicant will be at least eighteen years of age before October 1st of the year in which the application is made.

(*d*) A certificate from a clergyman or other competent authority that he is of good moral character.

(*e*) A certificate from a duly qualified medical practitioner that for the purposes of this certificate he has made a careful examination of the applicant and certifies as follows:

(i) That he is free from heart disease or any other serious organic affection;

(ii) That he is free from pulmonary affection, defective hearing, or seriously defective eyesight, or abnormal conditions of appearance which would interfere with his work as a teacher; and—

(iii) That in other respects also he is physically able for the work of a teacher as prescribed in the Normal and the Public and Separate School Courses of Study. [But see Regulation 7 (6).]

APPLICATION FOR ADMISSION

4. (1) Application for admission, accompanied by the documents prescribed in 3 (2), shall be made to the Deputy Minister not later than August 27th on a form to be supplied by him. On receipt thereof the Deputy will send the applicant a card of admission to a Normal School, and, without this card, he will not be admitted.

NOTICE.—*Candidates who fail to comply with the above regulations will forfeit their claim to admission to a Normal School.*

(2) Candidates who have appealed against the results of the Midsummer examination, or who expect to complete their academic standing in September, should apply for admission as above. If successful they will be admitted on the same terms as other applicants.

SESSIONS, TERMS, AND VACATIONS

5. (1) (*a*) The session of the Normal Schools for 1921-1922 will begin September 13th at 9 a.m., and end June 16th, and will be divided into three terms: the first, from the beginning of the Session in September to the beginning of the Christmas vacation; the second, from the close of the Christmas vacation until March 31st; and the third from April 1st to the close of the Session.

(*b*) On application to the Deputy Minister, teachers-in-training who are required to re-attend, may enter at the beginning of the second term and remain until the close of the session in June.

(2) There shall be two vacations as follows:

At Christmas, beginning on December 17th, and ending on January 2nd; and at Easter, beginning on Good Friday, and ending on the second Monday after Easter Day.

(3) The daily session shall be one of five hours and a half, inclusive of recesses. Saturday shall be a holiday.

SPECIAL PROVISIONS FOR THE NORTH BAY NORMAL SCHOOL

6.—(1) (*a*) For admission to the North Bay Normal School an applicant shall, in addition to the other requirements of Regulation 3 above, submit a certificate of the same character as prescribed in 3 (2) (*c*) above for admission to the other Normal Schools, but to the effect that he will be at least eighteen years of age before the close of the session.

(*b*) In the case of a teacher-in-training who is admitted under the special age provision above, the certificate granted will be valid for the first year subsequent to its issue only in the schools in a District or in the schools of the poorer parts of the counties, designated by the Minister. (See Examination Circular, No. 142.)

(2) (*a*) The Department of Education will pay $1.00 per diem of the cost of the board and lodging of teachers-in-training who have been in attendance and whose ordinary place of abode is in Ontario and more than three miles from the Normal School. The foregoing allowance will be paid on the report of the Principal of the school in November, January, April and July.

(*b*) (i) The Department will also pay the railway and boat fares of teachers-in-training from their homes to the school in September and to their homes at the close of the session. To be entitled to payment for the above travelling expenses it will be necessary to obtain receipts for all boat or railway fares showing the amounts of the fares and the point or points from which the tickets were purchased. No allowance will be made for parlour cars, berths, meals on train, luggage, etc.

(ii) The receipts for the travelling expenses to the school must be deposited with the Principal promptly on the arrival of the teacher-in-training at the school and are to be forwarded by him to the Deputy Minister of Education when application is made for the first payment of the allowance in November.

(*c*) In the case of a teacher-in-training who receives the financial aid provided for above the certificate granted will be valid only in the schools of a District or in the schools of the poorer parts of the counties, designated by the Minister, until he has taught for three years therein, or until he has reimbursed the Department of Education at the rate of one-third of the total financial aid for each unexpired year.

NOTE.—In case a teacher-in-training is prevented from attending the full session on account of illness or for any other reason satisfactory to the Minister, the allowance for board for the time such teacher has actually attended the school will be paid, as will also the travelling expenses as provided by 6 (2) (*b*) (i) above.

DUTIES OF STAFFS

7.—(1) Subject to the regulations and to the approval of the Minister of Education the Principal of each Normal School shall prescribe the duties of his staff and be responsible for the efficiency of the Normal and the Model Schools. The other members of the staff shall be subject to his authority.

(2) As part of his work of supervision the Principal shall inspect the Normal and the urban and the rural Model Schools as early as practicable in the beginning of each session, and shall prepare a detailed report thereon for the consideration of the Director of Professional Training at his official visit. In the event of immediate action by the Department being, in his judgment, necessary in any case, the Principal shall submit promptly a special report thereon for the consideration of the Minister.

(3) Subject to instructions from the Minister, Normal School Masters, to be designated by him each year, shall visit, in company with the Public School Inspector, rural schools in the district in which the Normal School is situated. Such masters shall submit, within a fortnight after their visit, a report of their observations for the consideration of the Minister and the whole staff of the Normal School.

(4) Subject to instructions from the Minister, each member of the Normal School Staffs shall take part in the work of the Teachers' Institutes at such dates as the Minister may arrange.

(5) (*a*) Concerted work on the part of the Normal and Model Schools shall be secured by frequent conferences of the staffs of both schools.

(*b*) Especially at the beginning of each session, the Normal School master who takes the Science of Education and the other members of the Normal School staff shall discuss with the staffs of the Model Schools the subjects of General Method and Child Study as set forth in Regulation 14 below, and both staffs shall organize and conduct the work for Observation and Practice-teaching so as to secure a proper co-ordination between it and the principles of General Method as developed in the Normal School classes.

NOTE.—It is to be understood that the aim of these discussions is not to set up a rigid uniformity of procedure in Observation and Practice-teaching, but rather to establish an intelligent connection between theoretic principles on the one hand and their practical applications on the other.

(6) When, notwithstanding the certificate prescribed in Regulation 3 (2) (*e*), a teacher-in-training is reported to the Minister by the Principal as being physically unfit, the Minister may order a special medical examination of such teacher-in-training, and, as a result thereof, may direct the Principal to dismiss him from attendance.

(7) The Principal shall dismiss at any time during the session from further attendance at the Normal School teachers-in-training whose class work, in his judgment, shows them to be unduly defective in scholarship or whose conduct or progress is unsatisfactory.

(8) As soon as the organization of the Normal School is completed, the Principal shall direct the attention of the teachers-in-training to the regulations that prescribe their duties and responsibilities while in attendance at the Normal School.

DUTIES OF TEACHERS-IN-TRAINING

8.—(1) Teachers-in-training shall board and lodge at such houses only as are approved of by the Principal.

(2) They shall attend the classes regularly and punctually, and shall submit to such discipline and direction as the Principal may prescribe.

(3) For the welfare of the female teachers-in-training, the Minister has appointed at each Normal School a member of the staff of their own sex to have oversight, during the session, of the social life of these students. This teacher is at all times accessible to the female students for consultation and advice.

TEXT-BOOKS

9.—(1) The text-books for the academic work shall be those prescribed in each subject for the High Schools.

(2) The academic text-books which form the bases for the professional work shall be those prescribed for the Course of Study of the Public and Separate Schools, and the professional text-books shall be those whose titles are printed below in italics.

LIBRARY

10.—(1) Under the direction of the Librarian and the other members of the staff, the Library shall be constantly used for consultation by the teachers-in-training. To this end it contains a supply of books of general literature, and an adequate number of copies of each of the most important professional books of reference, a list of which is given below.

(2) The teachers-in-training shall also receive, under the direction of the Librarian, at such times as the Principal may decide, instruction and practice in the following: the use of card catalogues, reference books and periodicals, and information files; the organization and administration of a library in a rural school; the selecting of books for a school library; the care of books; library lessons with children.

RELIGIOUS INSTRUCTION AND THE LITERARY SOCIETY

11.—(1) Religious instruction is provided by local clergymen of the different denominations.

(2) A Literary Society for general culture and for professional advancement shall be established in each Normal School, and shall be fostered by the staff as an important part of the Course of Study. All the teachers-in-training shall become members of this Society and shall attend the meetings regularly. [See Regulation 13 (2) (*b*).] The programmes for the meetings should include essays, debates, recitations, and the reproduction of suitable scenes from standard plays. Special lectures may be provided by the Minister.

PROGRAMME OF STUDIES

General

12.—(1) The Courses of Study shall consist of the following as defined herein:

SECTION A: Science of Education, School Organization and Management.

SECTION B: The special methodology of the following subjects:

I. Spelling, Composition, Grammar, History, Geography, Elementary Science, Nature Study, Arithmetic.

II. Literature, Reading, Writing, Art, Vocal Music, Hygiene, Physical Culture, Manual Training, Household Science, Agriculture and Horticulture.

SECTION C: Supervised Observation and Practice-teaching in the Model Schools.

SECTION D: Library methods, Religious instruction, and the work of the Literary Society.

(2) (*a*) Concurrently with the special methodology of the courses, there shall be in Sections B I and B II a review from the standpoint of pedagogy of the academic subjects of the Course of Study of the Public and Separate Schools; and, in each of the subjects of Section B II, there shall also be such an extension of the academic course as time will permit; the extension to be made at such stage or stages of the course as the Principal may decide.

(*b*) (i) Only some typical topics of the professional courses in Elementary Science shall be taken up in class; the candidate is required to review the other topics himself and to be able to apply to them the methodology illustrated in class.

(ii) The course in Reading shall include practice therein in the Literature class throughout the whole of the session.

(iii) In the case of individuals who require additional provision, the course in Writing shall be accompanied and followed by home exercises directed and examined by the master so long as he may deem it necessary, but not beyond the date of the examination therein.

(iv) The course in Spelling shall be taken up at the beginning of the session and shall be for the instruction and the guidance in self-improvement in this subject of the teacher-in-training.

(*c*) In determining the order and the grouping of the courses, due regard shall be had to the character of each subject and to the logical development of the courses.

(*d*) The principle of correlation shall be kept constantly in view as being of special importance in the methodology of each of the courses.

(*e*) From time to time the master in charge of a subject shall review his work with a further extension of the most important topics; but the responsibility for keeping up his knowledge of each course devolves upon the teacher-in-training himself.

(3) The Sessional Records shall consist of the records of the oral and the written class tests, the practical work, the practice in valuing answer papers of Model School pupils, and, where held, the term examinations in the subjects.

(4) Those teachers-in-training who have passed in the Writing, Manual Training, Household Science, or Agriculture and Horticulture of the Lower School or in the Art or Agriculture and Horticulture of the Middle School of the High Schools, shall take with the methodology of the subject the concurrent academic course; but, with the Principal's approval, on the report of the instructor, they may be exempted from the extension course provided in the subject.

ORGANIZATION OF THE COURSES

General

13.—(1) To prevent the dissipation of energy which would result from the concurrent study of many subjects diverse in content, a system of intensive study is provided for in (2) below.

(2) (*a*) (i) The courses shall begin at such dates as the Principal may decide in accordance with the requirements of the general organization.

(ii) The courses in Reading, Writing, Spelling, and Hygiene shall be completed within the first term; those in the Science of Education, School Organization and Management, History, and Physical Culture, within the second term; and those in the subjects of the other courses, within the third term.

(*b*) The total number of periods for each subject shall be as nearly as practicable as follows, and the length of each period shall be subject to the Inspector's approval:

SECTION A: The Science of Education, 70; School Organization and Management, 60.

SECTION B: The special methodology of the following subjects of the Forms of the Public and Separate Schools:

I. Spelling, 10; Composition, 50; Grammar, 70; History, 35; Geography, 50; Elementary Science, 35; Nature Study, 50; Arithmetic, 70.

II. Literature, 50; Reading, 35; Writing, 20; Art, 70; Vocal Music, 70; Hygiene, 25; Physical Culture, 50; Manual Training, 50; Household Science, 50; Agriculture and Horticulture, 50.

SECTION C: For each teacher-in-training, exclusive of the Introductory Courses (14, 1, and 17, 1), Observation work, 40; Practice-teaching, 20; these numbers, however, to be increased, at the discretion of the Principal, to meet the necessities of individual cases.

SECTION D:

I. Library Methods, fifteen periods.

II. Religious Instruction, one period a week.

III. The Literary Society, one meeting a week; the work to begin as soon as the organization of the Normal School is completed and to continue until the special preparation for the June final examinations begins.

DETAILS OF THE COURSES

SECTION A.

Science of Education

14. *The object of the course in the Science of Education is to provide the teacher-in-training with a working conception of the nature of education which will be useful to him in forming ideals and determining procedure, to give him a rational basis for intelligently evaluating and selecting subject matter and methods of instruction, and to improve natural tact and skill through the acquisition of experience, with the least expenditure of time and energy.*

Introductory

(1) In order that the teacher-in-training may begin early the Observation and the Practice-teaching, an Introductory Course shall be taken up in the following order:

(*a*) An outline study of the work included under Education and General Method in the course in the Science of Education prescribed below, which should be presented through the Ontario Normal School Manual, *The Science of Education*, the leading topics being dealt with in the following order: Chapters I-III, VII-XII.

(*b*) A supervised series of not less than eight Demonstration Lessons in the different Forms of the Model Schools.

(2) One lesson a day shall be given to the work in (*a*), which shall begin as soon as the organization is completed, the total number of lessons being about twenty-five. The Demonstration Lessons shall begin in the third week and shall continue for about two weeks, after which the regular course in Observation and Practice-teaching shall begin. (See Regulation 17).

Regular

At the conclusion of the Introductory Course, the Regular Course shall begin and shall include the following topics:

Education: Nature of education; the efficient life; significance of experience; the learning process; the curriculum and the school; function of the instructor.

General Method: Significance of method to the teacher; analysis of the learning process; the lesson problem; learning as a selecting activity; the need of preparation; learning as a relating activity; the application of knowledge; forms of presentation; classification of knowledge; lesson types, developing lesson types, the study lesson, the recitation lesson, the drill lesson, the review lesson; the art of questioning.

Psychology: Data and methods of educational psychology; nature of consciousness; mind and body; instinct, curiosity, imitation, play; habit; attention; the feeling of interest; sense-perception; memory; apperception; imagination; thinking, conception, judgment, reasoning; feeling, sensuous feeling, emotion, mood, disposition, temperament, sentiments; the will, the sense of duty, education as development of character.

Child Study: Purpose and value of child study; methods of child study, observation, experiment, direct questions, biographical studies; periods of development: infancy, childhood, adolescence; characteristics of each period.

NOTE.—Attention should be given in the discussions to the historical development of principles.

BOOKS OF REFERENCE:—

Ontario Normal School Manual: *The Science of Education.*
Ontario Normal School Manual: *The History of Education.*
Betts: The Mind and its Education.
Angell: Psychology.
Pillsbury: Essentials of Psychology.
Halleck: Education of the Central Nervous System.
James: Talks to Teachers.
Raymont: The Principles of Education.
McMurry: The Method of the Recitation.
Bagley: The Educative Process.
Thorndike: Principles of Teaching.
Kirkpatrick: Fundamentals of Child Study.
Drummond: The Child, his Nature and Nurture.

School Management

15. *The object of the course in School Management is to give the teacher-in-training in the light of the Science of Education, a knowledge of the technique of School Management which will enable him to secure the smooth and efficient working of his school.*

The course includes the following topics:—

Meaning and Aims of School Management: Organization and government; co-operation of educational agencies; the relation of the school to the community; classification; government.

Relation of Management to Method: Adjustment to local conditions; progressive adjustment.

Recitation: Assignment of home and seat work in graded and ungraded schools; how to study; questioning and treatment of answers.

The Child: Health conditions; formation of good habits; the teacher's responsibility; seating; fire-drill; nature and causes of fatigue; moral training.

The Teacher: Qualifications and characteristics of the successful teacher; his duties in relation to the child, parents, and other citizens; his code of ethics.

The Modern School: The building; the class-rooms; the play-ground; the equipment; the importance of sanitary conditions.

Organization: Grading of pupils; methods of classification; promotion during and at the close of the school year, dependent upon the pupils' aptitudes and attainments; the care of the individual; the care of abnormal children.

The First Day in School: Importance of the teacher's work and attitude on the first day.

The Time-table: Its purpose; the principles involved in its construction; typical time-tables for both graded and ungraded schools.

Records and Reports: Methods of keeping the registers; value of school records; forms of reports.

Discipline: The scope of discipline; its relation to methods of teaching; mechanized daily routine; causes of disorder and inattention; methods of dealing with weaknesses and offenses; incentives; penalties.

Problems and Results: Tests of attainments; conduct of examinations; tests for promotion; tests of mentality; results of good management.

School Law and Regulations: The Ontario Schools Acts and Regulations in so far as they pertain to the duties of school boards, teachers, and pupils.

The following shall be included amongst the topics taken up under School Law and Regulations:

The necessity of making all agreements clear and conclusive. There should be contracts as provided by the statute; to substitute for the contract an agreement made orally or by letter correspondence often leads to misunderstanding and difficulty. Every school register contains two copies of a form of agreement, one for the teacher and one for the Board. Additional copies may be obtained on application to the Department.

Duties and powers of teachers and inspectors. The payments of the Grants and of other matters directly affecting the teacher, trustees and school.

The calling and conducting of school meetings and the consideration of matters incidental thereto, such as the duties of auditors, appeals to Inspectors, etc.

Non-resident pupils and the charging of fees.

Penalties and prohibitions regarding the buying and selling of text-books and school supplies.

NOTE.—Attention should be given in the discussions to the historical developments of forms of school organizations and management.

BOOKS OF REFERENCE:—

Ontario Normal School Manual: *School Management.*
Ontario Normal School Manual: *The History of Education.*
Regulations and Courses of Study of the Public and Separate Schools.
Ontario Schools Acts.
Bagley: Class Management.
White: School Management.
Landon: Principles and Practice of Teaching and School Management.

SECTIONS B I AND B II

Special Methodology

16. *The object of the courses in Special Methodology is to prepare the teacher-in-training for intelligently observing and teaching in all grades of the Model Schools and for subsequent teaching in the Public and Separate Schools, by enabling him to apply the Science of Education and, in particular, to adapt to the work in each subject the principles of General Method.*

The course in the Special Methodology of each subject shall be introduced by a few lessons of a general character, embracing the application of the principles of General Methodology to the teaching of the subject. These introductory lessons shall be followed by a series of a more detailed character, dealing with:

(*a*) *The selection and the organization of the subject matter for the school forms, taken in order, from the standpoint of presentation to the pupils.*

(*b*) *The discussion of methods of teaching, including typical lesson plans, accompanied by an academic review of the Public and Separate School courses and by the prescribed extension of the academic courses.* [See Regulation 12 (2) (*a*) and (*b*) above.]

(*c*) *The courses shall be taken up in terms of the Public and Separate School Courses of Studies, the provisions of which shall be constantly kept in mind.*

General Books of Reference

Regulations and Courses of Study of the Public and Separate Schools.
Landon: The Principles and Practice of Teaching and School Management.
Kennedy: Fundamentals in Method in Elementary Schools.
Carpenter, Baker and Scott: The Teaching of English.
Chubb: The Teaching of English.
Annandale: The Concise Imperial Dictionary.
Smith: The Teaching of Elementary Mathematics.
Young: The Teaching of Mathematics.

SECTION B I

Spelling

(1) *The special object of the course in Spelling is, by affording the teacher-in-training instruction and guidance in self-improvement, to prepare him to enable his pupils to reproduce in the mechanism of written word-expression the forms approved by the best usage.*

The course includes the following topics:—

Introductory: Value of spelling; nature and origin of the peculiarities of English orthography; causes of incorrect spelling and the difficulties experienced by pupils in learning to spell.

Methods: Necessity for teaching, not merely testing, spelling; the various methods of teaching spelling; the adaptation of each to the nature of the words and to the mental characteristics of the individual; phonic exercises, word-building and derivation in relation to spelling; syllabication; the place of transcription and

dictation; checking and correcting errors; value of re-writing; prevention *versus* correction; the character of drill and review exercises; methods of varying the recitation; value of rules.

Principles of selection of material; grouping of words; incidental spelling; uses of the dictionary and of the spelling book.

Book of Reference:—

Ontario Public School Manual: *Composition and Spelling.*

Composition

(2) *The special object of the course in Composition is to prepare the teacher-in-training to train his pupils to speak and to write good English as a fixed, unconscious habit, and to think clearly and logically as a basis for clear and logical expression.*

The course includes the following topics:—

Introductory: The value of language training; the place of a knowledge of the mother-tongue in education; the value of clearness, force, and grace of expression; the formation of habits of speaking and writing good English; the effect of the teacher's example upon the pupil's language; value of reading and of memorizing good literature; importance of libraries for supplementary reading; incidental work in language training; expression as a stage in the development of every lesson; necessity for special exercises in oral and written composition.

Methods: Oral exercises for encouraging pupil's free natural expression and extending his vocabulary; importance of framing questions that will require answers of considerable length; criticism of oral work; the dangers connected therewith and the means of avoiding them; value of formal linguistic exercises; method of correcting errors of speech; relative value of pupil's own language and of special exercises as material for criticism; use of language games; the relation of oral to written composition; the relative values of reading and telling stories; the principles to be kept in view in conducting exercises in written composition; supervision and aid during writing; value of topical outlines; the place of home work in written compositions; method of correcting written compositions; value of re-writing; difficulties in examining in composition.

Principles governing the choice of topics for the different grades; gathering, selecting, and arranging material; class answers as material for oral composition; fairy and folk stories, fables, poems, biographies; descriptions of personal experiences, real and imaginary, and of places, operations and processes of personal interest; striking incidents in the history of the families of the pupils; pictures suggestive of stories, school games, autobiographies of familiar things; themes from minor incidents and from school studies, general themes; letter writing, with special attention to form and style; invitations and replies thereto.

Books of Reference:—

Ontario Public School Manual: *Composition and Spelling.*

Arlo Bates: Talks on the Writing of English.

Grammar

(3) *The special object of the course in Grammar is to prepare the teacher-in-training to give his pupils a basis for self-criticism in language by developing the principles of language structure and to train them in habits of logical analysis.*

The course includes the following topics:—

Introductory: The meaning of English Grammar; its relation to Composition; reasons for and against retaining it in elementary schools; reasons for deferring the formal study till Form IV; introductory work of Form III to be taken in connection with Composition.

Methods: The lesson plan; necessity of great care in selecting examples; value of function; use of grammatical terminology; definitions, their value, how to be obtained, how to be applied; value of rules of syntax; use and value of our remaining inflections; substitutes for inflection; analysis and parsing, aim and value of each, method of conducting, value of diagrams, oral and written exercises; treatment of false syntax; the review lesson, how to be conducted.

Books of Reference:—

Ontario Public School Manual: *Grammar.*

Leonard: Grammar and its Reasons.

History

(4) *The special object of the course in History is to prepare the teacher-in-training to arouse in his pupils an interest in historical characters and events, to give them a knowledge of their civil rights and duties, to develop a love of high ideals, and to enable them to appreciate causal relations.*

The course includes the following topics:—

Introductory: The special value of Canadian and British History.

What makes an event important.

Natural attractiveness of biography and its relation to history; the effect of the study of biography on the development of character.

The relation of epochs to biography; systematic chronological study of history, its value and its dangers; the causal sequence of events.

Ends to be kept in view in teaching civics.

Methods: Special necessity for the adaptation of the teaching of history to the different stages of the pupil's mental development. The picture and story stage: a methodically arranged series of picturesque biographies graphically narrated; no text-book. The information stage: an introduction to history proper, methodically presented; external and picturesque side made prominent, with emphasis on biographical and social aspects; introduction of history readers and biographies in the library. The reflective stage: the study of simple causal relations and of the origin, development, and inner life of our civil institutions.

The recitation, its form and purposes; oral teaching and blackboard work by teacher; oral and written exercises by pupils at seat and at home; the use of pictures, maps, etc., of readers, of the text-book, and of current journals and periodicals.

The selection and arrangement of the following topics for the different grades:

History of the aborigines; local history, beginning with the pioneers; current history.

Characteristics of peoples, as those of the United States, Japan, China, Germany, France, Italy, Quebec.

Suitable biographies for different grades, as the lives of explorers, navigators, and soldiers for primary grades; of statesmen, poets, scientists, inventors, etc., as representing more complex conditions, for higher grades.

The main epochs in British and Canadian History.

Civic institutions as appearing in their lowest forms among primitive peoples; the beginnings of governments, courts, school systems, farms, factories, routes and means of transportation, etc.; present forms of civic institutions.

Mythology, ballads, orations, epics, legends, tales of chivalry, narrative poems, and historical novels; character of history readers and of supplementary works for the different grades.

Significance and value of the flag.

The causes and main events of the recent Great War.

BOOKS OF REFERENCE:—

Ontario Public School Manual: *History*..
Johnson: Teaching of History.

Geography

(5) *The special object of the course in Geography is to prepare the teacher-in-training to extend his pupils' knowledge of the earth and its relation to life thereon, and to assist them in interpreting and utilizing their physical environment in accordance with their needs.*

The course includes the following topics:—

Methods: The order of development in rural and urban schools; the use of maps, globes, pictures, blackboard drawings, natural objects, specimens of products, lantern slides and stereoscopic views; modelling, map drawing, scales and projections; weather observations and records, simple experiments in explanation of natural phenomena; excursions in connection with the observations in local geography; inter-school correspondence; the use of the reference library, books of travel, geography readers, newspapers and periodicals, etc., common mistakes in teaching geography and means of avoiding them; the relation of physical to commercial geography.

A review of the following topics together with the selection and the arrangement of subject-matter suitable for the different grades: The earth's surface and the changes wrought thereon by the various agencies; rock formation and disintegration; origin, formation and composition of soils; distribution of mineral deposits, including local deposits of building material, as marl, limestone, brick clay, sand, and gravel, and also of plant and animal life; the relation of the earth to other heavenly bodies; weather and climate; man's relation to the rest of the world; interdependence of nations: commercial and political geography; the relation of geographical conditions to historical events and to the development of nations.

BOOKS OF REFERENCE:—

Ontario Public School Manual: *Geography*.
Geikie: Teaching of Geography.

Elementary Science

(6) *The special object of the course in Elementary Science is to prepare the teacher-in-training to teach his pupils the courses of Form V therein, and those topics of the other courses of the Public and Separate School Courses of Study with which Biology, Physics, and Chemistry are correlated.*

The course includes the following topics:

Methods: The scope and value of the experimental and natural sciences; the meaning and value of observation and experimentation; inductive and deductive methods of investigation; the place of class-room discussion; the use of note-books and text-books; the methodology of the Elementary Science course of Form V, with illustrations of typical topics thereof.

Some of the most important topics of the Science courses of the Middle School of the High Schools in their correlation with topics of the courses of the Public and Separate Schools. [See Regulation 12 (2) (*b*) above.]

Books of Reference:—

Ontario High School Manual: *Suggestions for Teachers of Science.*

Ontario Public School Manuals: *Nature Study; Geography; Household Science.*

Nature Study

(7) *The special object of the course in Nature Study is to prepare the teacher-in-training to train his pupils to observe and interpret independently the phenomena of the world around them and to broaden and deepen their interest in nature.*

The course includes the following topics:—

Methods: Nature study as a method; special characteristics of a typical nature study lesson; uses and limitations of records of observations; directions for conducting school excursions; the study of typical topics dealing with materials of nature study and illustrating methods of presentation in all grades; the great importance of relating feeling to knowledge in nature study work.

Selection of material for pupils of different grades and for varying conditions in rural and urban schools; uses and limitations of books, pictures, models, collections, etc.; supplementary materials such as stories and poems.

School gardens as a phase of nature study work; directions for the planning, planting and care of school gardens. [See Regulation 16 (15).]

Frequent excursions for the purpose of studying and collecting materials in their natural environment.

Books of Reference:—

Ontario Public School Manual: *Nature Study.*
Hodge: Nature Study and Life.
Dearness: How to Teach Nature Study.
Silcox and Stevenson: Nature Study.
Scott: Nature Study and the Child.

Arithmetic

(8) *The special object of the course in Arithmetic is to prepare the teacher-in-training to train his pupils to acquire facility, accuracy, and promptness in the use of abstract numbers as applied to the problems of everyday life, and to reason correctly as the result of the logical processes required in arithmetical calculation.*

The course includes the following topics:—

Methods: The development of the number idea; the unit, its nature and use; the necessity for standard units; the ratio idea of number.

Analysis and synthesis, induction and deduction, illustrated and applied; use of graphic methods and of concrete material; use of prescribed apparatus; drill and devices to secure accuracy and rapidity in computation; importance of oral arithmetic.

Essentials of proper solutions, criticism of solutions; type solutions, unitary method; simple problems involved in complex; solutions by full analysis and by performing only necessary operations; selection of problems.

The various arithmetical operations and their application, with special stress upon the elementary work:—

Counting: measuring with standard units; numbers from 1 to 10, from 10 to 20, etc.; number pictures; notation and numeration.

Addition: addition tables; order of exercises; devices.

Subtraction: additive and decomposition methods; order of exercises; devices.

Multiplication: relation to addition; tables; order of exercises.

Division: relation to multiplication; short and long processes; order of exercises; factors and factoring; cancellation; division by factors; checking.

Measures and multiples.

Fractions: different interpretations; notation; operations; decimal fractions, correspondence of methods with those of integers.

Compound rules; tables of weights and measures; reduction; metric system.

Percentage: application to profit and loss, trade discount, commission, insurance, taxes, interest, discount, etc.

Mensuration: the areas of rectangles, triangles, and circles; the volumes of rectangular solids, prisms, cylinders, and cones.

Square root.

Book of Reference:—

Ontario Public School Manual: *Arithmetic.*

SECTION B II

Reading

(9) *The special object of the course in Reading is to prepare the teacher-in-training to train his pupils to find for themselves the writer's thoughts and feelings and to communicate them to the listener so that he may appreciate them.*

The course includes the following topics:—

Introductory: The processes involved in reading: the relation of ideas to symbols; the associations of visual, auditory, and motor images in reading; conditions of the formation of accurate visual and auditory impressions; constant necessity for connecting the printed word directly with the idea.

The function and value of silent reading, sight reading, elocution.

Methods: The various methods of teaching beginners, advantages and disadvantages of each; devices for securing rapid word-recognition and for fixing attention on the thought and feeling as well as upon the word forms in the earlier stages; means of securing natural expressive reading; the place and limitations of imitative reading; common faults on the part of both pupil and teacher and how to correct them; criticism by teacher and by pupils.

Change in purpose and methods of reading as determined by the development of the pupil's experience and powers; the necessity for giving attention to expression

in all stages; expression to be based on impression; the objects of advanced reading; methods of developing in pupils the reading habit and of creating and fostering a taste for good literature.

The mechanical side of oral reading: correct pronunciation and distinct articulation, with suitable tone, pitch, inflection, movement, and pause.

Intelligent and intelligible natural reading; the principles to be learned incidentally and summarized at the close of the course; exercises in breathing, articulation, and vocalization; the foregoing extension of the course to be taken up as set forth in *The Ontario High School Reader.*

Books of Reference:—

Public School Manuals: *Primary Reading; Ontario Readers, Books II, III, IV.*

The High School Reader.

Literature

(10) *The special object of the course in Literature is to prepare the teacher-in-training to create in his pupils a taste for good literature and to provide them with an ennobling means of enjoying their leisure, while broadening their knowledge, moulding their characters, and aiding them to appreciate the beauty and the power of artistic expression of thought and feeling in language.*

The course includes the following topics:—

Introductory: The nature and elements of Literature; its value in developing a taste for the beautiful and the good; special importance of the teacher's own qualifications.

Methods: Primary literature; comparison of values of reading and telling; supplementary reading contrasted with exact study; the extensive and intensive study of literature; the importance and method of memorizing selections; the value of oral reading in the interpretation and appreciation of literature; the importance of the teacher's own ability to read and recite well; the futility of attempts to develop formally the critical sense.

Preparation of the pupils; necessity for preparing a suitable mood for the lesson; the place of the author's biography and of the experience and previous reading of the pupils; preliminary reading of the selection; the main thought of the lesson grasped and the main feeling of the lesson impressed in a more or less definite way through a reading of it; the analysis of a selection into its wider thought elements and feeling elements, and the analysis of these again into their elements; evils of over-analysis; the place of explanation of words and phrases; the use of the dictionary; the relation of the subordinate thoughts and feelings to the unity of the whole, the main thought and feeling of the selection as made definite by the analysis; the oral reading of the selection by pupils after study; the value of oral and written reproduction; suitable seat work; difficulties of examining in literature; specimen examination questions and discussion of their suitability.

Bases of selection of material for the different grades; lists of suitable fairy tales, fables, nature stories, etc., adapted to the lower grades and of works suitable for the higher grades; complete wholes *versus* extracts.

The course shall include a course in literature, in part based on selections in the Readers; directed sessional private reading course; suggestions for future reading; the literary study of the portions of the Bible prescribed by the Department of Education.

NOTE.—*Teachers-in-training having conscientious objections to the literary study of the Bible shall be excused therefrom by the Principal.*

BOOKS OF REFERENCE:—

Ontario Public School Manual: *Literature.*
The Golden Rule Books.
MacClintock: Literature in the Elementary School.
Arlo Bates: Talks on the Teaching of Literature.

Writing

(11) *The special object of the course in Writing is to enable the teacher-in-training to record his thoughts and feelings rapidly and legibly so that they may be read with the least possible effort, and to make him familiar with the best means of securing the same results with his pupils.*

The course includes the following topics:—

Methods: Various styles of penmanship, their advantages and their disadvantages, their points of excellence, and their relative importance; the child's difficulties in mastering writing; the earliest lessons and the work preliminary to formal writing; the steps in the lessons and the standards in the intermediate and the senior grades; the materials to be used; the various writing movements and their value; relation of teaching lessons to home or seat exercises; right posture and penholding; the eye and its control of penmanship; importance of good writing materials; formal drills: value, management, various forms of movement drills, the best organization of these exercises; counting, its purpose, its use; relations of speed and accuracy; letter groups on the basis of movement; the chief defects in children's penmanship, their causes, the necessity for prompt detection and thorough correction; individual *versus* class errors; uniformity of attainment in a class, its value, how fostered; prevention of scribbling; observing the conventional letter forms throughout the grades; economizing time; use of standard charts for judging writing.

BOOK OF REFERENCE:—

Ontario Public School Manual: *Writing.*

Art

(12) *The special object of the course in Art is to give the teacher-in-training such an education of his æsthetic nature and such facility in the use of Art as a means of expression as will enable him to develop like tastes and powers in his pupils.*

The course includes the following topics:—

Methods: The development of each division of the subject through the different forms, with due consideration of the underlying principles which it is expedient to teach in each form; the interrelation of the different divisions of the subject; the selection and organization of the subject matter in each division from the standpoint of lesson presentation; methods of presentation, mediums, and modes of expression suited to the different forms. The use and value of drills and their proper time and place; the discussion of difficulties and ways and means of obviat-

ing these. Points to be considered in the valuation of drawings. Methods of examination. Class criticisms and the selection of good examples of pupils' work for future use as illustrative material. The collection, preparation, and organization of illustrative material; necessary materials and apparatus and their use and care; the selection, preparation, and care of specimens and models; useful accessories and helps.

Representation: Appropriate mediums and modes of treatment for the following: Specimens from nature such as grasses, twigs, flowers, and other parts of plants, and such common objects as brooms, saws, shovels; trees and simple landscapes; birds, animals, or insects; spherical, cylindrical, and rectangular solids, or other objects through which the principles of freehand perspective may be observed; simple groups of objects.

The illustration of games, occupations, events, nursery rhymes, and stories; drawing from the pose; practice in rapid drawing on the black-board with white and coloured chalks.

Colour: The solar spectrum; the six standard colours, with their intermediate hues; the three properties of colour, with scales exemplifying these; the making and applying of uniform and graduated washes of colour; monochromatic, complementary, analogous, and dominant harmonies, and their use in decorative compositions and designs, and also in problems relating to life, such as the choosing of suitable colour schemes for dress, house furnishing, and school-room decoration.

Decorative Design: The sources of design; the laws that underlie good design: the making of borders, all-over patterns, and other surface patterns, and their application to appropriate constructed objects.

Lettering: The principles of good lettering; single line capital letters; Roman capitals; small (or lower case) letters; the use of letters in titles, mottoes, and posters.

Composition: A study of the principles of good composition in the arranging of specimens and models, and in the size, spacing, and placing of drawings.

Picture Study: The critical study of a few masterpieces from the standpoints of handling, composition, and the thoughts conveyed by the artist.

Books of Reference:—

Ontario Public School Manual: *Art.*
Manual Arts Drawing Books.
Parallel Course Drawing Books.
Art Course, Chicago Public Schools.
Applied Arts Drawing Books.
Graphic Drawing Books.
Art Education for High Schools.
Text Books of Art Education.
Caffin: A Child's Guide to Pictures.
Emery: How to Enjoy Pictures.
Koch: Pencil Sketching Portfolio.

Manual Training

(13) *The special object of the course in Manual Training is to prepare the teacher-in-training to select and use in the most effective ways constructive exercises which shall train his pupil's hand and eyes, shall serve as a means of self-expression, shall correlate the work of the school with the activities of the home, and shall develop an interest in manual occupations.*

The course includes the following topics:

Equipment: The equipment for urban and for rural schools.

Handwork: Typical forms of constructive work adapted to the capacities of pupils in Forms I, II, and III, including weaving, elementary paper and cardboard work and modelling.

Advanced cardboard work; book-binding, simple repair of books; trimming and mounting of pictures.

Materials used for modelling and how to keep them; modelling natural forms; modelling as a means of teaching geographical concepts; supplementary observation of the topography of the school neighbourhood; supplementing word pictures in readers, etc.; models used in conjunction with the teaching of drawing and design.

Tools and how to keep them in good working order; designing; a short course in bench work; uses of woods and their suitability to such uses; such exercises as may be related to agriculture and horticulture, nature study, school exhibits, etc.

Drawing: A short course in mechanical drawing with and without instruments; plans and blue prints.

Books of Reference:—

Ontario Public School Manual: *Manual Training.*
Story-telling with Scissors.
Swannel: Paper Modelling.
Baxter: Paper and Cardboard Construction.
Lester: Claywork.
Sargent: Modelling in Public Schools.
Noyes: Handwork in Wood.
Prang: Industrial Arts Text Books.
Prang: The Manual Arts for Elementary Schools.
Marten: Manual Training Play Problems.

Household Science

(14) *The special object of the course in Household Science is to enable the teacher-in-training to correlate the work of the school with the activities of the home. It is a form of Manual Training, and possesses the same educational value.*

The course includes the following topics:

Equipment: The equipment for urban and for rural schools.

The House: Purpose; location; general ideas concerning use and furnishing of the rooms; methods of cleaning, including principles of laundering.

Foods: Elements of food required by the body; their sources, food value, and digestion; analysis of common foods—milk, eggs, meat, fruit, vegetables, cereals; effect of heat on these, as to food value, digestibility, and flavour.

The principles of feeding during infancy and childhood.

Cookery: Principles of combustion; construction and care of stoves; fuels; principles and practice of each method of cooking—boiling, simmering, steaming, steeping, toasting, broiling, frying, baking; food combinations; flour mixtures; lightening agents used in these; table service; the preparation and serving of school lunches.

Bacteriology: Occurrence and nature of bacteria; sanitation based on this knowledge: necessity for cleanliness, care of plumbing, disposal of waste, methods of disinfection; preservation of foods.

Sewing: Study and application of different stitches: basting, running, stitching, back stitching, combination stitch, overcasting, top sewing, blanket, herringbone, feather-stitching, mending, darning (different kinds); button holes, mitred and square corner, hemming, making doll's apron.

Textile materials used: their identification, names, kinds, widths and usual prices; variations of weave in regard to beauty and strength; growth, manufacture and finish of cotton, silk, wool and linen, and their use and value for clothing.

NOTE.—**The subject of sewing shall be stressed, as it is obligatory in all the schools where there are girls.**

BOOKS OF REFERENCE:—

Ontario Public School Manuals: *Household Management, Sewing, Household Management for Rural Schools.*

Greer: Food and What it Does.

Jones: Lessons in Elementary Cooking.

Lincoln: The School Kitchen.

Danniels: Furnishings of a Modest Home.

McGlanfin: Handicraft for Girls.

Walker: Manual of Needlework and Cutting out.

Agriculture and Horticulture

(15) *The special object of the course in Agriculture is to prepare the teacher-in-training to train his pupils for life upon the farm and to broaden and deepen their interest in nature and in rural life.*

The course includes the following topics:

Dairying: The economic value and the care of milk and butter; Pasteurization, churning, separating; the use of the Babcock tester and the lactometer.

Poultry: Utility breeds; care of poultry; care, shipping, candling and marketing of eggs.

Breeds of Farm Animals: The characteristics of the different breeds; their economic values.

Field Crops: Identification of seeds; seed testing; corn judging; seed selection; cover crops; discussion of weed seed impurities and of plants of economic value; simple classification of soils; principles and plans of drainage; crop rotation; fertilizers.

Horticulture: Pruning; spraying; grafting; propagating; packing and shipping fruit; care of garden and house plants; making a hot-bed and cold frame; parasitic fungi and fungicides.

Birds and Insects: The most important in their relation to agriculture; injurious insects and insecticides.

Experimental Plots: Preparation and planting, to illustrate the benefits of seed selection; the rotation of crops; growing improved oats, barley, alfalfa.

School Gardens: The purpose of school gardens; their relation to nature study, agriculture, and horticulture; planning and plotting school gardens; work in the school garden by the teachers-in-training; observation and supervision of the work done by the pupils of the urban and rural schools; provision for the care of the pupils' school gardens during the summer vacation; care of tools and machinery.

School Grounds: Planning; planting of trees, shrubs, and ornamental plants.

Home Projects: Direction of the pupils' home work; inspection of the pupils' home work and of the records in their note-books.

School Progress Clubs: General scope and management.

School Fairs: Their use in connection with the teaching of Agriculture.

Books of Reference:—

Waters: *The Essentials of Agriculture.*
Ontario Teachers' Manual: *Elementary Agriculture and Horticulture.*
Warren: Elements of Agriculture.
Burkett, Stevens, and Hill: Agriculture for Beginners.

Notice.—By special arrangement with the publishers, teachers-in-training may obtain at the Normal School copies of *The Essentials of Agriculture* at a reduced cost. The Principal will make an announcement on the subject as soon as the school opens.

Vocal Music

(16) *The special object of the course in Vocal Music is to enable the teacher-in-training to cultivate in his pupils a taste for good music, to provide an ennobling means of emotional self-expression, and to afford an agreeable change in the routine of school work and the occupations of daily life.*

The course includes the following topics:—

Systems: A practical knowledge of recognized systems of teaching the tonic-solfa and staff notations; the relative importance of the staff and tonic-solfa systems and the grading of musical studies.

Notation: Elements of notation, both tonic-solfa and staff; the formation of the major and minor diatonic scales; elements of modulation and transposition.

Vocal Physiology: Comparison of abdominal, intercostal, and clavicular breathing; the larynx; action of the vocal chords in the production of the various vocal registers; influence of the mouth and nasal cavities on vocal resonance and vowel quality.

Tune: Practice in singing from the staff and tonic-solfa modulators; intervals of moderate difficulty, contained in the major diatonic scales; modulation from any given key to its relative minor, and its dominant and subdominant.

Time: Practice in singing rhythmical studies in simple or compound duple, triple, or quadruple times; the pulse as the unit of measurement in time, with its divisions into halves, quarters, or thirds in varied combination.

Ear Training: Development of the power to recognize by ear, and to transcribe the tonal and rhythmic elements of short musical phrases, when sung or played.

Voice Culture: Practice in correct tone production; vowel formation; enunciation of consonants; breath control; correct intonation; and the equalization of the various registers of the voice.

Songs: The study of songs suited to the requirements of pupils in all grades, with special attention to development of power in musical expression; the study of part songs of recognized merit, arranged for adult voices; use of the phonograph.

NOTICE.—Teachers-in-training who, from any cause, consider themselves incapable of learning to sing should present their claims to the teacher of music at the beginning of the session. For such teachers-in-training special instruction, if likely to be effective, will be provided, adapted to their needs. The written examinations, however, are compulsory for all students. If a candidate is unable to teach music this fact will be stated in the certificate.

BOOKS OF REFERENCE:—

Cringan: *The Educational Music Course.*
Curwen: The Standard Course.
Curwen: The Teacher's Manual.
Hardy: How to Train Children's Voices.
Mason: How to Teach the Staff Notation.
Hulbert: Breathing for Voice Production.

Hygiene

(17) *The object of the course in Hygiene is to prepare the teacher-in-training to teach the subject as prescribed, to train him in the knowledge requisite for the maintenance of the health of both himself and his pupils, and to qualify him for supervising the sanitary conditions of the school and its surroundings.*

The course includes the following topics:

School Hygiene: School sanitation: common facts of bacteriology, general instructions for the detection of common communicable diseases; modes of preventing the spread of these diseases; the sanitary provisions of *The Ontario Public Health Act and Regulations,* so far as they pertain to pupils, teachers, and school boards.

Personal Hygiene (with the necessary minimum of anatomy and physiology): Framework of the body; spinal curvature, its causes. Digestive system; foods; care of teeth; saliva. Physiology of respiration and circulation. Skin and other depuratory organs; hair, nails, bathing, clothing, etc. Muscles; the relation of exercise to health. Brain and nervous system; relation of mind to body; mental exercise; study; rules regarding mental work; irregular work and overwork; mental strain and worry. Effects of alcohol, tobacco, etc., on organs and functions.

Myopia and presbyopia; affections of the eye by improper school accommodations; colour blindness; tests for defective eyesight. Ear, throat, and nose troubles causing dullness in pupils; tests for defective hearing and breathing.

Accidents and Emergencies: First aid in such cases as fainting, suffocation, drowning, hemorrhage, fractures and dislocations, venomous stings, poisoning, frost-bites, sunstrokes and heatstrokes, burns; bandaging.

NOTE.—Certain of the foregoing topics are included also under others of the professional courses; they should be reviewed in this connection.

BOOKS OF REFERENCE:—

Ontario Public Health Act and Regulations.

Bailey & Coleman: First Book of Biology. (Part on Human Biology.)

Gulick Series: Good Health, Emergencies, Town and City, Body at Work, Control of Body and Mind.

Health Series of Physiology and Hygiene: Health Habits, Health and Cleanliness, The Body in Health, Making the Most of Life.

Physical Culture

(18) *The special object of the course in Physical Culture is to prepare the teacher-in-training to provide properly for the physical training of his pupils. With hygiene (school and personal) as a basis it prescribes and directs rational forms of exercises for the attainment and maintenance of health, the development of a symmetrical body, and the formation of habits of grace and ease in muscular movements.*

The course includes the following topics:

Effects of physical culture; its hygiene; general directions for exercises; simple exercises and positions; marching, running, jumping, and breathing exercises; the arrangement of the class (order movements); order and progression of exercises; as many as practicable selected physical exercises in Series A, B, and C, of tables 1-72 of *The Syllabus of Physical Exercises for Schools*; supplementary physical exercises: abdominal exercises, skipping exercises, dancing steps, indoor and outdoor games; class-room exercises; dress suitable for the exercises; calisthenics and drill.

BOOKS OF REFERENCE:—

The Syllabus of Physical Exercises for Public Elementary Schools.

Barton: Physical Training, including Athletics and First Aid to the Injured.

Bancroft: Games for the Playground, Home, School and Gymnasium.

Kimmons: Guild of Play Book. Parts 1, 2 and 3.

Mari Hofer: Popular Folk Games and Dances for Playground, Vacation School, and School-room use.

Burchenal: Dances of the People.

Burchenal: Folk Dances and Singing Games.

SECTION C

Observation and Practice-teaching

17.—(1) The Introductory Course in the Science of Education provided for in Regulation 14 shall be followed by systematic Observation and Practice-teaching in the Model Schools, supervised by the staffs of the Normal and Model Schools, but each teacher-in-training shall be given an Introductory Practice-teaching course of at least 5 lessons, which are not to be taken into account in estimating his final standing. [See 20 (1).]

(2) The teachers-in-training shall be divided into suitable groups, and the work of Observation and Practice-teaching, including Observation in the kindergarten, shall be taken up systematically per time-table arranged from time to time. At least that group to which the teacher-in-training belongs shall be present at the discussions on his Observation and Practice-teaching lessons.

(3) (*a*) The Observation and Practice-teaching lessons for each teacher-in-training shall be arranged so as to cover the work of the Public and Separate Schools in all grades, and in as many of the subjects as possible.

(*b*) The Observation and Practice-teaching lessons provided for in the logical development of the Normal School course shall be supplemented by other lessons in such forms of the Model School as may be available.

(*c*) Continuous Practice-teaching for several periods toward the end of the course shall be required, the teacher-in-training being wholly responsible for the management of the class.

(*d*) After Christmas teachers-in-training who have already had experience in teaching may be available for not more than one fortnight each as substitutes in the Public or Separate Schools of the locality (urban or rural) in which the Normal School is situated, subject to arrangement with the Principal of the Normal School; but no allowance for such absence will be made at the final examinations, nor may the leave of absence be extended without the special permission of the Minister.

(*e*) A teacher-in-training who has not had experience in teaching may, if granted permission by the Normal School Principal, serve one week in a Public or Separate School as an assistant to the regular teacher, provided that the latter continues in actual charge of her class room throughout the period of the visit. Such a teacher-in-training may later be available for not more than one week as a substitute in a Public or Separate School of the locality (urban or rural), in which the Normal School is situated.

(4) Teachers-in-training shall be notified by the Principal, of the subject and the scope of the Observation lesson, and shall prepare the lesson beforehand. After observing the lesson, they shall discuss it with the Model School teacher concerned.

(5) (*a*) Teachers-in training shall be notified of the subject and the scope of the Practice-teaching lesson, by the Model School teacher concerned after consultation with the Normal School Master concerned.

(*b*) Teachers-in-training shall prepare a plan of each Practice-teaching lesson and submit it for the consideration of the Model School teacher concerned, before attempting to teach it.

(6) (*a*) The model lessons shall be taught in accordance with the regular programme of the Model School.

(*b*) The Normal School teachers in charge of the academic work in a subject shall develop its details in their teaching order, and after each suitable step, shall also themselves teach model lessons both in special classes and in the Model School itself.

(7) (*a*) The necessary applications of the Science of Education and of Special Methodology shall be made systematically by both the Normal School Masters and the Model School teachers in connection with the Observation lessons and the Practice-teaching; so that the course may be taken up in terms of the child's mind and growth. Throughout the course, the Master in charge of the Science of Education shall himself formally illustrate by actual teaching the principles he has discussed in class.

(*b*) As far as practicable, it shall be the duty of the Principal and the other members concerned of both the Normal School and the Model School staffs, in accordance with the time-table, to be present at the Observation lessons and Practice-teaching of the teacher-in-training and to make jointly the criticism and the valuation of his work.

FINAL STANDING

18. The final standing of the teacher-in-training shall be determined in accordance with the scheme set forth in Regulations 19, 20 and 21 below.

EXAMINATIONS

Subjects and Values

19.—(1) For the purpose of determining the final standing of teachers-in-training, the subjects of the Normal School course of study shall be grouped as follows:

Group I: Science of Education, School Organization and Management, History, Composition and Grammar, Literature and Advanced Reading, Arithmetic, Geography.

Group II: Primary Reading and Spelling, Writing, Hygiene, Elementary Science and Nature Study, Agriculture and Horticulture, Art, Vocal Music, Physical Culture, Manual Training, Household Science.

(2) (*a*) The examination papers in Group I will be prepared by the Department and will be uniform for all the schools; the answer papers will be read by the staffs and the results reported to the Department.

(*b*) The final examination papers and the other tests in Group II shall be prepared for each school and the results determined by its staff. Copies of the papers and a statement of the other tests shall be sent to the Registrar of the Department on the completion of the examination concerned.

(3) The examinations shall be held as follows:

(*a*) In December: Primary Reading and Spelling, Writing, Hygiene.

The examination in each of the other subjects of Group II shall be held on the completion of the course.

(*b*) In April: Science of Education, School Organization and Management, History.

(*c*) In June: Composition and Grammar, Literature and Advanced Reading, Arithmetic, Geography.

(4) The maximum number of marks for each subject in Groups I and II shall be 200. In Group I, 80 marks shall be allowed for sessional records and 120 marks for the final examination; in Group II, 100 marks shall be allowed in each subject for sessional records and 100 marks for the final examination.

(5) For the accommodation of extra-mural candidates, papers will be set at the June examinations on all the subjects of Groups I and II. Intra-mural candidates who, through sickness or family affliction, are prevented from writing on any or all of the subjects of the December or the April final examinations may write on these subjects in June.

OBSERVATION AND PRACTICE-TEACHING

20.—(1) The marks counted in estimating the final standing of a teacher-in-training in Observation and Practice-teaching shall be those awarded him for the lessons following those which form the Introductory Practice-teaching Course. [See 17 (1)].

(2) The maximum marks for Observation shall be 400, and for Practice-teaching, 800.

CERTIFICATES

21.—(1) A teacher-in-training who at the final examination obtains 50 per cent. of the marks in each subject of Groups I and II, and 60 per cent. of the marks in each of Observation and Practice-teaching, may on the recommendation of the staff be granted an Interim Second Class certificate, which will be made permanent at the end of two years' successful experience thereon, duly certified on an official form by the Inspector or Inspectors concerned, provided the teacher is then twenty-one years of age. An Interim Second Class certificate which expires before the teacher has qualified for a permanent certificate may be renewed on application to the Deputy Minister.

(2) A teacher-in-training who at the final examination fails to obtain a Second Class certificate but who makes at least 60 per cent. of the marks in each of Observation and Practice-teaching, and who falls below the 50 per cent. standard in not more than four subjects of Groups I and II, combined, and who makes at least 45 per cent. in each of these subjects, may, on the recommendation of the staff, be granted a Limited Third Class certificate valid for five years.

(3) A teacher-in-training who makes at least 60 per cent. in each of Observation and Practice-teaching and who falls below the 50 per cent. standard in not more than four subjects of Groups I and II, combined, may complete his standing for an Interim Second Class certificate by re-writing the examinations in the subjects in which he fails, but no allowance shall be made for sessional records at such examinations. These examinations may be taken together at one annual examination or separately at different annual examinations.

(4) (*a*) A teacher-in-training who fails to make 60 per cent. in each of Observation and Practice-teaching or who falls below the 50 per cent. standard in five or more subjects of Groups I and II, combined, is required to reattend a Normal School in accordance with the provisions of Regulation 5 (1) (*b*) to complete his standing for an Interim Second Class certificate.

(*b*) Other candidates who failed at an examination under previous regulations and who were exempted from subsequent attendance at a Normal School shall take, not later than a date to be fixed in each case by the Minister, the examination papers as prescribed under the regulations in force at the time, and their standing shall be determined in the groups as constituted under the previous regulations. Such candidates, however, provided that they have not fallen below the 50 per cent. standard in more than four subjects in the group or groups on which they are required to re-write, may elect to complete their examinations in accordance with the provisions of Regulation 21 (3) above.

(*c*) Candidates who are exempted from attendance at a Normal School on account of equivalent training in other Provinces or Countries and who are required to write on the final examinations of the Normal School may take the final examinations prescribed in 19 above; but in addition to passing the final examination in the subjects prescribed, such candidates shall satisfy the examiners that they are capable of directing the practical work in these subjects where required.

VALIDITY OF CERTIFICATES

The conditions under which Limited Third Class certificates are valid are set forth in Circular 30½, a copy of which may be obtained on application to the Deputy Minister of Education.

APPEALS

22. A candidate who has failed at an examination for a certificate may have his case re-considered if, within two weeks after the announcement of the results, his appeal, with a statement of the grounds on which it is based, is lodged with the Deputy Minister, accompanied by a fee of $2.00. This fee will be returned to the candidate if the appeal is sustained.

II. Regulations, Courses of Study,

AND

Examinations

FOR

Kindergarten-Primary Certificates

II. KINDERGARTEN-PRIMARY CERTIFICATES

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IMPORTANT NOTICE

Applications for admission to the courses at Ottawa and Toronto for Kindergarten certificates shall be made to the Deputy Minister not later than August 27th on a form to be supplied by him. Candidates who fail to comply with this provision will forfeit their claim to admission, and candidates for admission to classes at the Ottawa Normal School should bear in mind the fact that until the total number of applicants therefor is known, the question of providing a course at Ottawa cannot be decided. (See Regulation 4.)

II. REGULATIONS, COURSES OF STUDY AND EXAMINATIONS FOR KINDERGARTEN-PRIMARY CERTIFICATES

LOCATION

1. The Courses for Kindergarten-Primary Certificates are given at the Normal and Model Schools at Toronto, and will be given at Ottawa if the number of applications justifies the establishment of the courses. (See note to Regulation 4.)

PURPOSE

2. The purpose of the Courses for Kindergarten-Primary certificates is to prepare candidates therefor in the theory and the art of organizing, governing, and teaching pupils in the Kindergarten, the Kindergarten-Primary, and the First Forms of the Public and Separate Schools, by enabling them to combine the principles and practice of the Kindergarten with those of the succeeding courses of the Primary stage.

CONDITIONS OF ADMISSION

3.—(1) The following are the qualifications for admission to the course for a Kindergarten-Primary certificate:

(*a*) The certificate that the applicant has passed the examination for Kindergarten Assistants under former Regulations, or the certificate that she has passed the Lower and the Middle, or the Lower and the Upper School examinations, or that she holds a degree in Arts from a British University approved by the Minister as the equivalent thereof in the standing and the content of the undergraduate courses therefor.

(*b*) A certificate from competent authority that she is able to sing and to play simple music on the piano or the organ, said certificate to be subject to the approval of the instructor in music at the Normal School when the candidate presents herself at the school.

(2) The following documents, on official forms to be supplied to her on application to the Deputy Minister:

(*a*) A statement signed by herself that she applies for admission to a Normal School with the intention of teaching at the earliest opportunity.

(*b*) *An agreement that, if successful in obtaining a teacher's certificate, she will teach thereon in the Provincial schools of Ontario for at least the first year of her subsequent teaching experience.*

NOTICE.—*A violation of this agreement renders the certificate invalid.*

(*c*) A certificate from competent authority that she is a British subject, and either a certificate from the Deputy Registrar General of Births, Parliament Building, Toronto, or a declaration by one of the parents or other relative or other person cognizant of the fact that the applicant will be at least eighteen years of age before October 1st of the year in which the application is made.

(*d*) A certificate from a clergyman or other competent authority that she is of good moral character.

(*e*) A certificate from a duly qualified medical practitioner that for the purposes of this certificate he has made a careful examination of the applicant and certifies as follows:

(i) That she is free from heart disease or any other serious organic affection;

(ii) That she is free from pulmonary affection, defective hearing, seriously defective eyesight, or abnormal conditions of appearance which would interfere with her work as a teacher; and

(iii) That in other respects also she is physically able for the work of a teacher as prescribed in the Normal and the Public and Separate School Courses of Study. [But see Regulation 6 (5), p. 45.]

APPLICATION FOR ADMISSION

4.—(1) Application for admission, accompanied by the documents prescribed in 3 (2), shall be made to the Deputy Minister not later than August 27th on a form to be supplied by him. On receipt thereof the Deputy will send the applicant a card of admission to either the Ottawa or the Toronto Normal School, and, without this card, she will not be admitted.

(2) Candidates who have appealed against the results of the Midsummer examination, or who expect to complete their academic standing in September, should apply for admission as above. If successful they will be admitted on the same terms as other applicants.

NOTICE.—*The question of providing a Kindergarten-Primary course at Ottawa can not be settled unless the foregoing Regulations are strictly complied with. It is also most important for all concerned to bear in mind that candidates who fail to comply with them will forfeit their claim to admission.*

SESSION AND VACATIONS

5.—(1) (*a*) The Session of the Normal Schools for 1921-1922 will begin September 13th at 9 a.m., and end June 16th, and will be divided into three terms: the first, from the beginning of the session in September to the beginning of the Christmas vacation; the second, from the close of the Christmas vacation until March 31st; and the third, from April 1st to the close of the session.

(*b*) Teachers-in-training who are required to re-attend may enter at the beginning of the second term and remain until the close of the session in June.

(2) There shall be two vacations, as follows:

At Christmas, beginning on December 17th, and ending on January 2nd, and at Easter, beginning on Good Friday, and ending on the second Monday after Easter Day.

(3) The daily session shall be one of five hours and a half, inclusive of recesses. Saturday shall be a holiday.

DUTIES OF STAFFS

6.—(1) Subject to the Regulations and the approval of the Minister of Education, the members of the staffs of the Normal Kindergarten and Kindergarten-Primary Forms shall be responsible to the Principal of the Normal School.

(2) The Principal shall include in the inspection provided for in Regulation 7 (2), p. 11, the Kindergarten and the Kindergarten-Primary Forms.

(3) The Principal shall dismiss at any time during the session from further attendance at the Normal School teachers-in-training who are found to be unduly defective in scholarship or whose conduct or progress is unsatisfactory.

(4) (*a*) Concerted work on the part of the Normal and Model Schools shall be secured by frequent conferences of the staffs of both schools.

(*b*) Especially at the beginning of each session, the Normal School teachers who take the Science of Education and the subjects for the Kindergarten-Primary certificate, theoretical and practical, shall discuss together the subjects of General Method and Child Study as set forth in Regulation 13 below, and shall organize work for Observation and Practice-teaching so as to secure as far as practicable uniformity of procedure.

(5) When notwithstanding the certificate prescribed in Regulation 3 (2) (*e*), a teacher-in-training is reported to the Minister by the Principal as being physically unfit, the Minister may order a special medical examination of such teacher-in-training, and, as a result thereof, may direct the Principal to dismiss her from attendance.

(6) As soon as the organization of the Normal School is completed, the Principal shall direct the attention of the teachers-in-training to the regulations that prescribe their duties and responsibilities while in attendance at the Normal School.

DUTIES OF TEACHERS-IN-TRAINING

7.—(1) Teachers-in-training shall board and lodge at such houses only as are approved of by the Principal.

(2) They shall attend regularly and punctually, and shall submit to such discipline and directions as the Principal may prescribe.

(3) For the welfare of the female teachers-in-training, the Minister has appointed at each Normal School a member of the staff of their own sex to have oversight, during the session, of the social life of these students. This teacher is at all times accessible to the female students for consultation and advice.

(4) *All applicants are required to review carefully, before entering, the Courses of the Lower and Middle Schools of the High Schools which are the academic bases of the Kindergarten-Primary courses.*

TEXT-BOOKS

8. The teacher-in-training is required to provide herself with a copy of each of the text-books prescribed for Form I of the Public and Separate Schools and of each of the professional text-books the titles of which are printed below in italics.

LIBRARY

9. Under the direction of the Librarian and the other members of the staff, the Library shall be constantly used for consultation by the teachers-in-training. To this end it contains a supply of books of general literature, and a number of copies of each of the most important professional books of reference, a list of which is given below.

RELIGIOUS INSTRUCTION AND THE LITERARY SOCIETY

10.—(1) Religious instruction is provided by the local clergymen of the different denominations.

(2) A Literary Society for general culture and for professional advancement shall be established in each Normal School, and shall be fostered by the staff as an important part of the Course of Study. All the teachers-in-training at the Normal School shall become members of this Society and shall attend the meetings regularly.

PROGRAMME OF STUDIES

General

11.—(1) The Courses of study shall consist of the following as defined herein:

SECTION A: Science of Education, Kindergarten Principles, School Organization and Management.

SECTION B: The special methodology of the following subjects of the Kindergarten, the Kindergarten-Primary and Form I:

I The subjects of Kindergarten Practice.

II The subjects of the Kindergarten-Primary and First Forms as follows:

(1) Spelling, Composition, Nature Study and Geography, Arithmetic.

(2) Literature, Reading, Writing, Art, Manual Training, Sewing, Vocal Music, Hygiene, Physical Culture.

SECTION C: Supervised Observation and Practice-teaching in the Kindergarten, Kindergarten-Primary, and First Forms of the Model Schools.

SECTION D: Religious Instruction and the Literary Society.

(2) The courses in Section B I shall include concurrent instruction in Kindergarten Practice; those in Section II (1), a review of the academic work from the standpoint of the methodology and the requirements of the Kindergarten, the Kindergarten-Primary, and Form I; and in II (2), such extension of the academic courses as time will permit, the extension to be made at such stage or stages of the course as the Principal may decide.

(3) The sessional records shall consist of the oral and written class tests and the practical work in the subjects.

Apportionment of Time

12. (1) Subject to such modifications as the Principal of the Normal School may deem necessary and to the provisions of Regulation 13, pp. 14 and 15, which, *mutatis mutandis,* shall apply here also:

(*a*) The number of lessons in Kindergarten Principles and Practice shall be 130—25 in Kindergarten Principles; 35 in Games, Songs and Stories; and 70 in Gifts and Occupations.

(*b*) Having regard to the requirements of the courses for the certificate, the number of lessons in each of the Science of Education, Art, Writing, Vocal Music, Hygiene, and Physical Culture, shall, subject to the approval of the Principal, be the same as those for each of the corresponding courses for Second Class certificates.

(*c*) Subject to the approval of the Principal, the number of lessons in each of the other subjects shall be the same as that for each of the corresponding courses for Second Class certificates.

(*d*) The minimum total number of Observation and Practice-teaching lessons for each teacher-in-training shall be as follows, the numbers being increased, at the discretion of the Principal, to suit the necessities of individual cases:

(i) In the Kindergarten Form, Observation lessons, 30; Practice-teaching lessons, 25.

(ii) In the Kindergarten-Primary Form, Observation lessons, 20; Practice-teaching, 15.

(iii) In Form I, Observation lessons, 15; Practice-teaching, 10.

(2) (*a*) The courses in the Science of Education and the Principles of the Kindergarten shall be continued after the introductory courses until March 31st, that in School Management and Organization shall begin at the beginning of the session, and shall continue until March 31st.

(*b*) The other provisions of Regulation 13, pp. 14 and 15, shall apply also, *mutatis mutandis,* to the courses for the Kindergarten-Primary certificate.

DETAILS OF THE COURSES

SECTION A

Science of Education

13. *The object of the course in the Science of Education is to provide the teacher-in-training with a working conception of the nature of education which will be useful to her in forming ideals and determining procedure, to give her a rational basis for intelligently evaluating and selecting subject matter and methods of instruction, and to improve natural tact and skill through the acquisition of experience, with the least expenditure of time and energy.*

Introductory Course

(1) In order that the teacher-in-training may begin early the Observation work and Practice-teaching, Introductory Courses shall be taken up in the following order:

(*a*) An outline study of the work included under *Education and General Method* in the course in the Science of Education and of the Principles of the Kindergarten. The work in the Science of Education should be presented through the Ontario School Manual, *The Science of Education,* dealing with the main topics, in the following order: Chapters I-III, VII-XII.

(*b*) A supervised series of not less than 12 Demonstration Lessons in the Kindergarten, Kindergarten-Primary, and First Forms of the Model Schools.

(2) One lesson a day shall be given to the work in (*a*) which shall begin as soon as the organization is completed, the total number of lessons being about 25. The Demonstration Lessons shall begin in the third week and shall continue for about two weeks, after which the regular course in Observation and Practice-teaching shall begin. (See Regulation 19.)

Regular Course

At the conclusion of the Introductory Course the Regular Course shall begin and shall include the following topics:

Education: Nature of education; the efficient life; significance of experience; the learning process; the curriculum and the school; function of the instructor.

General Method: Significance of method to the teacher; analysis of the learning process; the lesson problem; learning as a selecting activity; the need of preparation; learning as a relating activity; the application of knowledge; forms of presentation; classification of knowledge; lesson types, developing lesson types, the study lesson, the recitation lesson, the drill lesson, the review lesson; the art of questioning.

Psychology: Data and methods of educational psychology; nature of consciousness; mind and body; instinct, curiosity, imitation, play; habit; attention; the feeling of interest; sense-perception; memory; apperception; imagination; thinking, conception, judgment, reasoning; feeling, sensuous feeling, emotion, mood, disposition, temperament, sentiments; the will, the sense of duty, education as development of character.

Child Study: Purpose and value of child study; methods of child study: observation, experiment, direct questions, biographical studies; periods of development: infancy, childhood, adolescence; characteristics of each period.

NOTE.—Attention should be given in the discussions to the historical development of principles.

BOOKS OF REFERENCE:—

Ontario Normal School Manual: *The Science of Education.*
Ontario Normal School Manual: *The History of Education.*
Betts: The Mind and its Education.
Angell: Psychology.
Pillsbury: The Essentials of Psychology.
Halleck: Education of the Central Nervous System.
James: Talks to Teachers.
Raymont: The Principles of Education.
McMurry: The Method of the Recitation.
Bagley: The Educative Process.
Thorndike: Principles of Teaching.
Kirkpatrick: Fundamentals of Child Study.

Kindergarten Principles

14. *The object of the course in the Kindergarten Principles is to present those doctrines of Frœbelism which will enable the teacher to prepare the pupil in early childhood for the succeeding courses of the Primary stage by the utilization of his instincts and the continuation of the nurture of the home with the discipline of the school.*

The Course includes the following topics:

The Kindergarten as a function of Education.

Frœbelian principles and their application in the Kindergarten methodology and practice, organization, and equipment.

The Montessori Method, and its applicability to Ontario school conditions.

School Management

15. *The object of the course in School Management is to give the teacher-in-training in the light of the Science of Education a knowledge of the technique of School Management which will enable her to secure the smooth and efficient working of her school.*

The course includes the following topics with special reference to the Kindergarten, the Kindergarten-Primary, and Form I:

Meaning and Aims of School Management: Organization and government; co-operation of educational agencies; the relation of the school to the community; classification; government.

The Relation of Management to Method: Adjustment to local conditions; progressive adjustment.

Recitation: Assignment of home and seat work in graded and ungraded schools; how to study; questioning and treatment of answers.

The Child: Health conditions; formation of good habits; the teacher's responsibility; seating; fire-drill; nature and causes of fatigue; moral training.

The Teacher: Qualifications and characteristics of the successful teacher; her duties in relation to the child, parents and other citizens; her code of ethics.

The Modern School: The building; the class-rooms; the play-ground; the equipment; the importance of sanitary conditions.

Organization: Grading of pupils; methods of classification; promotion during and at the close of the school year, dependent upon the pupils' aptitudes and attainments; the care of the individual; the care of abnormal children.

The First Day in School: The teacher's work and attitude on the first day; their importance.

The Time-table: Its purpose; the principles involved in its construction; typical time-tables for both graded and ungraded schools.

Records and Reports: Methods of keeping the registers; value of school records; forms of reports.

Discipline: Its relation to methods of teaching; mechanized routine; causes of disorder and inattention; methods of dealing with weaknesses and offenses; incentives; penalties.

Problems and Results: Tests of attainments; conduct of examinations; tests for promotion; tests of mentality; results of good management.

School Law and Regulations: The Ontario Schools Acts and Regulations in so far as they deal with the duties and obligations of school boards, teachers, and pupils.

The following shall be included amongst the topics taken up under School Law and Regulations:

The necessity of making all arrangements clear and conclusive. There should be contracts as provided by the statute; to substitute for the contract an agreement made orally or by letter correspondence often leads to misunderstanding and difficulty. Every school register contains two copies of a form of agreement, one for the teacher and one for the Board. Additional copies may be obtained on application to the Department.

Duties and powers of teachers and inspectors and all matters directly affecting the teacher, trustees and school.

Penalties and prohibitions regarding the buying and selling of text-books and school supplies.

NOTE.—Attention should be given in the discussions to the historical development of forms of school organization and management.

BOOKS OF REFERENCE:—

Ontario Normal School Manual: *School Management.*
Ontario Normal School Manual: *The History of Education.*
Regulations and Courses of Study of the Public and Separate Schools.
Ontario Schools Acts.
Bagley: Class Management.
White: School Management.
Landon: Principles and Practice of Teaching and School Management.

SECTIONS B I AND B II

Special Methodology

16. *The object of the courses in Special Methodology is to prepare the teacher-in-training for intelligent observing and teaching in the Model School and for subsequent teaching of the courses prescribed in the Public and Separate School Regulations for the Kindergarten, Kindergarten-Primary, and First Forms, by enabling her to apply the Science of Education and, in particular, to adapt the principles of General Method to the work in each subject of the prescribed courses.*

The course in the Special Methodology of each subject shall be introduced by a few lessons of a general character, embracing the application of the principles of General Methodology to the teaching of the subject. These introductory lessons shall be followed by a series of a more detailed character, dealing with—

(1) *The selection and the organization of the subject-matter for the school forms from the standpoint of presentation to the pupils.*

(2) *A discussion of the special methods of teaching and of the functional value, or object of each course.*

(3) *The courses shall be taken up in terms of the Public and Separate School Courses of Study, the provisions of which shall be constantly kept in mind.*

GENERAL BOOKS OF REFERENCE:—

Regulations and Courses of Study of the Public and Separate Schools.
Landon: The Principles and Practice of Teaching and School Management.
Kennedy: Fundamentals in Method in Elementary Schools.
Carpenter, Baker, and Scott: The Teaching of English.
Chubb: The Teaching of English.
Smith: Teaching of Elementary Mathematics.
Young: The Teaching of Mathematics.
Annandale: The Concise Imperial Dictionary.

SECTION B I

I. KINDERGARTEN SUBJECTS

17. The courses in the Kindergarten subjects shall be taken up in the terms of the courses prescribed therefor in the Public and Separate School regulations, and shall include the following topics:

1. Gifts

The course in the Gifts includes a knowledge of the Frœbelian Gifts: their grading and the reasons therefor; their general and special objects; their functional connection with the other branches of Kindergarten work, with a sufficient number of illustrative forms, arranged in due sequence and entered in the Gift book, as follows:

First Gift.—Exercises in the different typical uses of the Gift.

Second Gift.—Exercises in the different typical uses of the Gift.

Third Gift.—Four original sequences in forms of life, not fewer than six forms in each sequence; three original sequences in forms of beauty, not fewer than six forms in each sequence.

Fourth Gift.—Three original sequences in forms of life, not fewer than six forms in each sequence; three original sequences in forms of beauty, not fewer than six forms in each sequence.

Building problems for estimating dimensions, not fewer than four problems.

Exercises illustrating balance.

Fifth Gift.—A list of original forms of life, not fewer than six; two symmetrical designs (one border), one sequence in symmetrical designs, not more than five forms.

Exercises with the Fifth Gift should embody experiences with numerical relations and in development of geometric form.

Sixth Gift.—A list of original forms of life, not fewer than six forms; building problems, not fewer than four problems in the list.

Outlines of all exercises and sequences in the practical work with the Building Gifts to be placed in the Gift Book.

Seventh Gift.—Derivation; definition; position of one tablet; relative position of two tablets to each other; geometrical figures that may be produced by combining two tablets; geometrical figures produced by combining three tablets; three life forms with two tablets; three life forms with four tablets; three life forms with eight tablets; two life forms with sixteen tablets.

All forms to be drawn in the Gift Book. Each point in the development to be illustrated by any one form of tablet.

Decorative forms (symmetrical design): One design, emphasizing repetition, as in borders; two symmetrical designs involving sequence leading to design as required in Art.

All forms to be drawn in the Gift Book, illustrated by any one form of tablet.

Eighth Gift.—Two forms with each of the following combinations: Combination of sticks into life forms, using four sticks, even lengths; combination of sticks into life forms, using eight sticks, even lengths; life forms with sixteen sticks; life forms, using sticks of any length.

All forms to be drawn in the Gift Book.

Decorative design: Three designs emphasizing repetition as in borders; two designs in "all over" repeats; two symmetrical designs involving expansion.

Ninth Gift.—Relative position of one large and one small ring to each other; exercises in the discovery of the relative position of the different sizes of rings to one another, one ring of each size; relative position of two half-rings to each other; relative position of one half-ring and one whole ring to each other; one life form with five rings; one life form with ten rings; one life form with four half-rings; miscellaneous forms of life with rings, half-rings, and quarter-rings; four symmetrical designs, using rings, half-rings, and quarter-rings, including two borders.

2. Occupations

The course in the Occupations includes a knowledge of the Frœbelian Occupations, and their connection with other branches of Kindergarten work, as follows:

Sewing.—Illustrations required in sequence of sewing.

First Development:
1. Straight lines of one length;
2. Variations in relative position;
3. Variations in length;
Right angles, repeat the order in numbers 1, 2, and 3 above:—
Square, repeat the order in numbers 1, 2, and 3 above.

Other forms of development:
Square on the diagonal, repeating the above order; miscellaneous combinations, the student indicating the combinations used, and repeating to the third point as above.

Sewing Inventions.—General plan: Form (*a*) a centre; (*b*) a border; (*c*) an "all over" design.

Forms of Invention: One in vertical lines of all lengths, following the general plan in (*a*); one in vertical and horizontal lines of contrasted lengths combined, following the general plan in (*b*); one in vertical, horizontal, and slanting lines of all lengths, following the general plan in (*c*); a sequence of sewing suitable for children, involving grouping and spacing of lines of even lengths, combinations of lines of different lengths in borders, and in symmetrical designs, simple conventional designs in borders and in symmetrical forms.

Weaving.—Two movements in weaving: (*a*) Following the line of the warp to give vertical effects; (*b*) varying from the vertical by a movement right or left on the line of the warp to produce diagonal effects.

First Series: Vertical effects, regular combinations as one and two, three and two, two and four, etc.; three mats.

Second Series: Variations from this basis, producing stripe or bar, as two and one and one, three and one and one and one, three and three and one and one, not fewer than four mats in the series.

Third Series: Diagonal effects, using basis of first and second series for these, with possible variations in position, as right to left, left to right, etc., not fewer than four mats in this series.

Inventions: Borders, two mats; "all over" repeats, two mats.

INSTRUCTION.—Attention should be paid to colour harmonies.

Folding.—A series of forms from the circular basis, not fewer than eight. Salt-cellar ground-form: salt-cellar, star, king's crown, queen's crown, pepper-box, satchel; an original sequence of life forms suitable for children four years of age; three inventions in life forms in the salt-cellar ground-form; four inventions in symmetrical designs from the salt-cellar ground-form; double salt-cellar ground-form: cap, muff, boots, bobbin, shirt, trousers; table-cloth ground-form; table-cloth, table, handkerchief case, windmill, vase, boat with sail, double boat,

box, picture frame; the table-cloth ground-form: an original sequence of life forms, suitable for children six years of age, not fewer than six forms, three symmetrical designs, one involving the hexagon, one trapezium, and one rhomboid; three original inventions from the table-cloth ground-form.

3. Mother Play

The course in the Mother Play includes a study of the educational principles and practice of Froebel as embodied in the "Mutter und Kose Lieder," and the relation of the Mother Play to the practical work of the Kindergarten. It includes also a critical analysis of the Mother Play as a whole; the history of its development, its educational aim, a detailed study of twelve typical songs, and the development of typical experiences through groups of songs.

4. Talks, Stories, Songs, and Games

The course prepares the teacher-in-training to act the part of a kindly guide to the child, leading him by familiar talks to seek and become acquainted with those things in his environment which would be of interest and value to him, and enables her to select and teach songs suitable both in music and in words, to select and tell stories suitable in character, and to select games suitable to the needs of the growing child and preparatory for the folk dances, calisthenics, and drill of the rest of the course.

NOTE.—In discussing kindergarten principles special attention is to be given to the question of historical development.

BOOKS OF REFERENCE:—

Blow: *Mottoes and Commentaries of Froebel's Mother Play.*
Dewey: The School and Society.
Dewey: The School and the Child—Edited by Findlay.
Boyd: Locke to Montessori.
Poulsson: Love and Law in Child-training.
Drummond: The Child, his Nature and Nurture.
Froebel: Education by Development.
Fletcher and Welton: Froebel's Chief Educational Writings.
Blow, Hill, and Harrison: The Kindergarten.
Goldhammer: The Kindergarten.
Blow: Letters to a Mother.
Fisher: A Montessori Mother.
Froebel: Pedagogics of the Kindergarten.
Froebel: The Education of Man.
Morgan: The Montessori Method.
Kilpatrick: The Montessori System Examined.
Harrison: The Montessori Method and the Kindergarten.
Lee: Play in Education.
Milton Bradley: Paradise of Childhood (Golden Jubilee Edition).
Harrison: The Kindergarten Building Gifts.
K. D. Wiggin: Kindergarten Principles and Practice.
Hughes: Froebel's Educational Laws.

SECTION B II (1) and (2)

II. KINDERGARTEN-PRIMARY AND FIRST FORM SUBJECTS

18. The courses in the Kindergarten-Primary and First Form subjects shall be taken up with a view, in the case of the former, to preparing the pupil at a later period of childhood than the Kindergarten stage for the subsequent courses of the Primary stage, by combining the more advanced work of the Kindergarten with the initial work of the First Form, and, in the case of the latter, to completing the courses of the First Form.

The courses embrace an introductory discussion of the functional connection of each of the courses of the Kindergarten with those of the Kindergarten-Primary and Form I.

SECTION B II (1)

Spelling

(1) *The special object of the course in Spelling is, by affording the teacher-in-training instruction and guidance in self-improvement, to prepare her to enable her pupils to reproduce in the mechanism of written word-expression the forms approved by the best usage.*

The course includes the following topics:—

Introductory.—Peculiarities of English orthography; causes of incorrect spelling and of the difficulties experienced by pupils in learning to spell; necessity for teaching, not merely testing spelling.

Methods.—The various methods of teaching spelling; the adaptation of each to the nature of the words and to the individual mental characteristics of pupils; how to use their study of form in the Kindergarten Gifts and Occupations in training the pupils to get vivid images; phonic exercises and word-building in relation to spelling; syllabication; the place of transcription and dictation; checking and correcting errors; value of re-writing; prevention *versus* correction; the character of drill and review exercises; varying the spelling recitation; value of rules in spelling.

Principles of selection of material; grouping of words; incidental spelling.

Book of Reference:

Ontario Public School Manual: *Composition and Spelling.*

Composition

(2) *The special object of the course in Composition is to prepare the teacher-in-training to train her pupils in the free expression of their thoughts and thus lay a foundation for writing and speaking good English as a fixed, unconscious habit.*

The course embraces the following topics:

Introductory.—The value of language training; the place of a knowledge of the mother-tongue in education; the value of clearness, force, fluency, and grace of expression; the formation of the habit of speaking and writing good English; the effect of the teacher's example upon the pupils' language; the value of reading and of memorizing good literature; expression as a stage in the development of every lesson; the necessity for special exercises in oral and written composition.

Methods: Methods of securing the pupil's free natural expression and of extending his vocabulary through conversations on various topics, including the Kindergarten Gifts, Occupations, and Stories; the principles governing criticism of composition; the dangers connected therewith and means of avoiding them; the selection and organization of materials.

BOOKS OF REFERENCE:

Ontario Public School Manual: *Composition and Spelling.*
Arlo Bates: Talks on the Writing of English.

Nature Study and Geography

(3) *The special object of the courses in Nature Study and Geography is to prepare the teacher-in-training to extend the pupils' knowledge of the world around them, to train them to observe its phenomena, and to broaden and deepen their sympathies with nature.*

The course includes the following topics:

Methods.—Nature study and geography as a method; special characteristics of a typical lesson; directions for conducting school excursions; the study of special topics dealing with the materials and illustrating methods of presentation; the great importance of relating feeling to knowledge in nature study work; relation to formal science and to the symbolic games of the Kindergarten.

Selection of material for nature study and geography lessons under varying conditions in rural and urban schools; uses and limitations of books, pictures, models, collections, etc.; supplementary materials such as stories and poems.

School gardens, a phase of nature study work; the planning and the care of school gardens.

Frequent excursions for the purpose of studying and collecting materials in their natural environment and relations.

BOOKS OF REFERENCE:—

Ontario Public School Manuals: *Nature Study, Geography.*
Hodge: Nature Study and Life.
Dearness: How to Teach Nature Study.
Silcox and Stevenson: Nature Study.
Scott: Nature Study and the Child.
Coulter: Practical Nature Study.

Arithmetic

(4) *The special object of the course in Arithmetic is to prepare the teacher-in-training to develop in her pupils a knowledge of number and of numerical combinations and to give them facility and accuracy in working simple problems in connection therewith.*

The course includes the following topics:

Methods: The scope of arithmetic; Kindergarten Materials and Occupations as a basis for number; how to use the pupil's home experiences and the Kindergarten Materials in developing a knowledge of indefinite relations as larger

smaller, longer, etc.; and of definite relations through use of gifts, squared table, Kindergarten sticks, etc.; the development of the number idea; the unit, its nature and use; the necessity for standard units; the ratio idea of number; counting; measuring with standard units; numbers from 1 to 10, from 10 to 20, etc.; number pictures; notation and numeration; addition, addition tables, order of exercises, devices; subtraction: additive method, decomposition method, order of exercises, devices; typical forms of seat work; application of number facts in the Occupations of the Kindergarten-Primary and of the First Form; simple problems.

Book of Reference:—

Ontario Public School Manual: *Arithmetic.*

SECTION B II (2)

Reading

(1) *The special object of the course in Reading is to prepare the teacher-in-training to train her pupils to find for themselves the writer's thoughts and feelings and to communicate them to the listener so that he may appreciate them.*

The course includes the following topics:

Introductory: The process involved in reading: The relation of ideas to symbols; the associations of visual, auditory, and motor images in reading; conditions of the formation of accurate visual and auditory impressions; constant necessity for connecting the printed symbol directly with the idea; the function and value of silent reading, sight reading.

Methods: The various methods of teaching beginners, advantages and disadvantages of each; devices for securing rapid word-recognition and for fixing attention on the thought and feeling as well as upon the word forms in the earlier stages; means of securing natural expressive reading; the place and limitations of imitative reading; common faults on the part of both pupil and teacher and how to correct them; criticism by teacher and by pupils; exercises in breathing, articulation and vocalization.

Attention to the mechanical side of and practice in oral reading; exercises in breathing, articulation, and vocalization. The foregoing subjects to be taken up as set forth in *The Ontario High School Reader.*

Books of Reference:

Public School Manual: *Primary Reading.*

The High School Reader.

Literature

(2) *The special object of the course in Literature is to prepare the teacher-in-training to create in her pupils a taste for good literature.*

The course includes the following topics:

Methods.—Nature and elements of literature; qualities of literature that appeal to pupils of different ages; basis of selection of material therefor; special importance of literature that appeals through the ear; suggested lists of fairy tales, fables, nature stories, etc.

Songs and story telling; comparison of the values of reading and telling; how to tell stories successfully; the reproduction by the pupils; how to make corrections; the use of story books; how to teach memory gems.

Special importance of teacher's own qualifications; a class course in literature; the literary study of portions of the Bible prescribed by the Department of Education; directed sessional private reading courses for teachers-in-training; suggestions for their future reading.

NOTICE.—**Teachers-in-training having conscientious objections to the literary study of the Bible shall be excused therefrom by the Principal.**

BOOKS OF REFERENCE:—

Ontario Public School Manual: *Literature.*
The Golden Rule Books.
MacClintock: Literature in the Elementary School.
Arlo Bates: Talks on the Teaching of Literature.
Lindsay, Maud: Mother Stories.
Lindsay, Maud: More Mother Stories.
Lindsay, Maud: A Story Garden of Little Children.
Alden: Knights of the Silver Shield.
Robert Louis Stevenson: A Child's Garden of Verse.
Bailey: For the Children's Hour.
Harrison: In Story Land.
Bryant: How to tell Stories to Children.
Chedlock: The Art of the Story Teller.
Bailey: For the Story Teller.

Writing

(3) *The special object of the course in Writing is to enable the teacher-in-training to develop in her pupils ease and skill in the mechanics of writing.*

The course includes the following topics:

Methods: When to begin writing and the work preliminary thereto; its motivation; various styles of penmanship, their advantages and their disadvantages; points of excellence in penmanship, their relative importance; the child's difficulties in mastering writing; the earliest lessons, the materials to be used; the various writing movements and their value; relation of teaching lessons to home or seat exercises; right posture and penholding; the eye and its control of penmanship; importance of good writing materials; formal drills; value, management, various forms of movement drills, the best organization of these exercises; counting, its purpose, its use; relations of speed and accuracy; letter groups on the basis of movement; the chief defects in children's penmanship, their causes, the necessity for their prompt detection and thorough correction; individual *versus* class errors; uniformity of attainment in a class: its value, how fostered; prevention of scribbling; observing the conventional letter forms throughout the Forms; economizing time; use of standard charts for judging writing.

BOOK OF REFERENCE:—

Ontario Public School Manual: *Writing.*

Art

(4) *The special object of the course in Art is to give the teacher-in-training such a training of her æsthetic nature and such facility in the use of art as a means of expression as will enable her to develop like tastes and powers in her pupils.*

The course includes the following topics:

Methods: The development of each division of the subject through the different forms, with due consideration of the underlying principles which it is expedient to teach in each form; the interrelation of the different divisions of the subject; the selection and organization of the subject-matter in each division from the standpoint of lesson presentation; methods of presentation, mediums, and modes of expression suited to the different forms; the use and value of drills and their proper time and place; the discussion of difficulties and ways and means of obviating these; points to be considered in the valuation of drawings; methods of examination; class criticisms and the selection of good examples of pupils' work for future use as illustrative material; the collection, preparation, and organization of illustrative material; necessary materials and apparatus and their use and care; the selection, preparation, and care of specimens and models; useful accessories and helps.

Representation: Appropriate mediums and modes of treatment in the representation of the following: Various specimens from nature such as grasses, twigs, flowers, and other parts of plants; trees and simple landscapes; birds, animals, or insects; common flat objects, and spherical, cylindrical, and rectangular solids, or other objects through which the principles of freehand perspective may be observed; simple groups of objects.

The illustration of games, occupations, events, nursery rhymes, and stories; drawing from the pose; practice in rapid drawing on the blackboard with white and coloured chalks.

Colours: The solar spectrum; the six standard colours, with their intermediate hues; the three properties of colour, with scales exemplifying these; the making and applying of uniform and graduated washes of colour; monochromatic, complementary, analogous, and dominant harmonies, and their use in decorative compositions and designs, and also in problems relating to life such as the choosing of suitable colour schemes in connection with matters of dress, house furnishings, and school-room decoration.

Decorative Design: The sources of design; the laws that underlie good design, balance, rhythm, and harmony; the making of borders, all-over patterns, and other surface patterns, and their application to appropriate constructed objects.

Lettering: The principles of good lettering; single line capital letters; Roman capitals; small (or lower case) letters; the use of these in titles, mottoes, and posters.

Composition: A study of the principles of good composition in the arranging of all specimens and models; and in the size, spacing, and placing of all drawings.

Picture Study: The critical study of a few masterpieces from the standpoint of handling, composition, and the thoughts conveyed by the artist.

Books of Reference:—

Ontario Public School Manual: *Art.*
Manual Arts Drawing Books.
Parallel Course Drawing Books.

Art Course, Chicago Public Schools.
Applied Arts Drawing Books.
Graphic Drawing Books.
Art Education for High Schools.
Text Books of Art Education.
Caffin: A Child's Guide to Pictures.
Emery: How to Enjoy Pictures.
Koch: Pencil Sketching Portfolio.

Manual Training

(5) *The special object of the course in Manual Training is to prepare the teacher-in-training to select and use in the most effective ways constructive exercises which shall train the pupils' hands and eyes, shall serve as a means of self-expression, shall correlate the work of the schools with the activities of the home, and shall develop an interest in manual occupations.*

The course includes the following topics:

Modelling: The materials used for modelling, and how they are prepared and stored; free modelling as a means of expression in connection with home and school life; representation on the sand-table as a means of teaching geographical concepts; representation of natural objects, oranges, apples, nuts, leaves, bananas, etc.; illustration of stories.

Weaving: The materials used for weaving: raffia, wool, yarn, string, pieces of clean rag, silkoline; natural material: pine needles, rushes, etc.; the formation of patterns and designs on paper looms; winding on cardboard foundations; napkin rings, boxes, picture frames; simple braiding of three or four strands and the use of braids for stitching; weaving on simple looms and on cardboard shapes, hats, mats, cushions, and dolls' clothing; knitting.

Paper: Free cutting and picture mounting; folding simple geometric figures such as squares, rectangles, triangles, etc., and the use of these as elements in the formation of patterns; illustration of stories; making simple objects such as windmills, boxes, trays, simple furniture; furnishing a doll's house.

Drawing: Geometrical drawing as applied to paper and cardboard construction; simple scales and lettering for blackboard use in the preparation of lessons.

The course in Manual Training shall include a consideration of the Kindergarten Gifts and Occupations as methods of introducing free manual expression. The work in the different materials shall include the initial work of Form II, in order that the teacher-in-training may see the relation thereto of the work of Form I.

Book of Reference:—

Ontario Public School Manual: *Manual Training.*

Sewing

(6) *The special object of the course in Sewing is to prepare the teacher-in-training to train her pupils' hands and eyes, to correlate the work of the school with the activities of the household, and to develop an interest in manual occupations.*

The course includes the following topics:

The Kindergarten work in tablets and sticks and the outlining of picture cards.

Study and application of different stitches: basting, running, stitching, back stitching, combination stitch, overcasting, top sewing, blanket, herring-bone, feather-stitching; mending; darning (different kinds); button holes, mitred and square corner; hemming, doll's apron.

Books of Reference:—

Ontario Public School Manual: *Sewing.*
Walker: Manual of Needlework and Cutting Out.

Vocal Music

(7) *The special object of the course in Vocal Music is to prepare the teacher-in-training to cultivate in her pupils a taste for good music, to provide an ennobling means of emotional self-expression, and to afford an agreeable change in the routine of school work and the occupations of daily life.*

The course includes the following topics:

Systems: A practical knowledge of recognized systems of teaching the tonic-solfa and staff notations and of their relative importance; the grading of musical studies.

Tune: Practice in singing from the staff and tonic-solfa modulators; intervals of moderate difficulty, contained in the major diatonic scales; modulation from any given key to its relative minor, and its dominant and subdominant.

Time: Value of the rhythmic games of the Kindergarten; practice in singing rhythmical studies in simple or compound duple, triple, or quadruple times; the pulse as the unit of measurement in time, with its divisions into halves, quarters, or thirds in varied combination.

Ear Training: Development of the power to recognize by ear, and to transcribe the tonal and rhythmic elements of short musical phrases, when sung or played.

Voice Culture: Practice in correct tone production; vowel formation; enunciation of consonants; breath control; correct intonation; and the equalization of the various registers of the voice.

Notation: Elements of notation, both tonic-solfa and staff; the formation of the major and minor diatonic scales; elements of modulation and transposition.

Vocal Physiology: Comparison of abdominal, intercostal, and clavicular breathing; the larynx; action of the vocal chords in the production of the various vocal registers; influence of the mouth and nasal cavities on vocal resonance and vowel quality.

Songs: Kindergarten songs and simple rote songs; great care necessary in the selection of the words and music; songs, with special attention to development of power in musical expression; part songs of recognized merit, arranged for adult voices.

Books of Reference:—

Cringan: *The Educational Music Course.*
Curwen: The Standard Course.
Curwen: The Teacher's Manual.

Hardy: How to Train Children's Voices.
Mason: How to Teach the Staff Notation.
Hulbert: Breathing for Voice Production.

Hygiene

(8) *The special object of the course in Hygiene is to prepare the teacher-in-training to teach the subject as prescribed, and to provide her with the knowledge requisite for the maintenance of her own and her pupils' health and for the supervision of the sanitary conditions of the school and its surroundings.*

The course includes the following topics:

School Hygiene: School sanitation; common facts of bacteriology, general instructions for the detection of common communicable diseases; modes of preventing the spread of these diseases; the sanitary provisions of *The Ontario Public Health Act and Regulations,* so far as they pertain to School Boards, teachers, and pupils.

Personal Hygiene (with the necessary minimum of anatomy and physiology): Framework of the body; spinal curvature, its causes. Digestive system; foods; care of teeth; saliva. Physiology of respiration and circulation. Skin and other depuratory organs, hair, nails, bathing, clothing, etc. Muscles; the relation of exercise to health. Brain and nervous system; relation of mind to body; mental exercise; study; rules regarding mental work; irregular work and overwork; mental strain and worry. Effects of alcohol, tobacco, etc., on organs and functions.

The eye; lighting, myopia and presbyopia; affections produced by improper accommodation; colour blindness; tests for defective eyesight. The ear, throat and nose; ear and throat troubles, causing dullness in pupils; tests for defective hearing and breathing.

Accidents and Emergencies: First aid in such cases as fainting, suffocation, drowning, hemorrhage, fractures and dislocations, venomous stings, poisoning, frost-bites, sunstrokes and heatstrokes, burns; bandaging.

NOTE.—Certain of the foregoing topics are included also under others of the professional courses; they should be viewed in this connection.

BOOKS OF REFERENCE:—

Ontario Public Health Act and Regulations.
Bailey & Coleman: First Book of Biology. (The part on Human Biology.)
Gulick Series: Good Health, Emergencies, Town and City, Body at Work, Control of Body and Mind.
Health Series of Physiology and Hygiene: Health Habits, Health and Cleanliness, The Body in Health, Making the Most of Life.

Physical Culture

(9) *The special object of the course in Physical Culture is to prepare the teacher by a course in the subject to make proper provision for the physical training of her pupils. With hygiene (school and personal) as a basis, it prescribes and directs rational forms of exercises for the attainment and maintenance of health, the development of a symmetrical body, and the formation of habits of grace and ease in muscular movements.*

The course includes the following topics:

Effects of Physical Culture; its hygiene; emphasis upon the instruction for Kindergarten-Primary and Form I classes; general directions for exercises; simple exercises and positions; marching, running, jumping, and breathing exercises; the arrangement of the class (order movements); order and progression of exercises; as many as practicable of the selected physical exercises in Series A, B, and C of tables 1-72 of *The Syllabus of Physical Exercises for Schools;* supplementary physical exercises: abdominal exercises, skipping exercises, dancing steps, indoor and outdoor games; class-room exercises; dress suitable for the exercises; calisthenics and drill.

Books of Reference:—

The Syllabus of Physical Exercises for Public Elementary Schools.
Bancroft: Games for the Playground, Home, School, and Gymnasium.
Kimmons: Guild of Play Book. Parts 1, 2, and 3.
Mari Hofer: Popular Folk Games and Dances for Playground, Vacation School, and School-room Use.
Burchenal: Dances of the People.
Burchenal: Folk Dances and Singing Games.
Bremner: Song Games and Ball Games.
Newton Harris: Graded Games and Rhythmical Exercises.

SECTION C

Observation and Practice-Teaching

19.—(1) The Introductory Course in the Science of Education provided for in Regulation 13 shall be followed by systematic Observation and Practice-teaching in the Model Schools, supervised by the staffs of the Normal and Model Schools, but each teacher-in-training shall be given an Introductory Practice-teaching Course of at least 10 lessons, which are not to be taken into account in estimating her final standing.

(2) The teachers-in-training shall be divided into suitable groups, and the work of Observation and Practice-teaching shall be taken up systematically per time table arranged from time to time. At least that group to which the teacher-in-training belongs shall be present at the discussions on her Observation and Practice-teaching lessons.

(3) (*a*) The Observation and Practice-teaching lessons for each teacher-in-training shall be arranged so as to cover the work of the Public and Separate Schools in the Kindergarten, the Kindergarten-Primary, and the First Forms.

(*b*) The Observation and Practice-teaching lessons provided for in the logical development of the Normal School course shall be supplemented by other lessons in the Model School.

(*c*) Continuous Practice-teaching for several periods toward the end of the course shall be required, the teacher-in-training being wholly responsible for the management of the class.

(4) Teachers-in-training shall be notified by the Principal, of the subject and the scope of the Observation lesson, and shall prepare the lesson beforehand. After observing the lesson, they shall discuss it with the Model School teacher concerned.

(5) (*a*) Teachers-in-training shall be notified of the subject and the scope of the Practice-teaching lesson, by the Model School teacher concerned after consultation with the Normal School Master concerned.

(*b*) Teachers-in-training shall prepare a plan of each Practice-teaching lesson for submission to the Model School teacher concerned, before attempting to teach it.

(6) (*a*) The model lessons shall be taught in accordance with the regular programme of the Model School.

(*b*) The Normal School teachers in charge of the academic work in a subject shall develop its details in their teaching order, and after each suitable step, shall also themselves teach model lessons both in special classes and in the Model School itself.

(7) (*a*) The necessary applications of the Science of Education and the Kindergarten principles, and of the Special Methodology shall be made systematically by both the Normal and the Model School teachers in connection with the Observation lessons and the Practice-teaching; so that the course may be taken up in terms of the child's mind and growth. Throughout the course the teachers in charge of the Science of Education and the Kindergarten-Primary courses, shall themselves formally illustrate by actual teaching the principles they have discussed in class.

(*b*) As far as practicable, it shall be the duty of the Principal and the other members concerned of both the Normal and the Model School staffs, in accordance with the time-table, to be present at the Observation lessons and Practice-teaching of the teacher-in-training and to make jointly the criticism and the valuation of her work.

FINAL STANDING

20. The final standing of the teacher-in-training shall be determined in accordance with the scheme set forth in Regulations 21, 22, and 23 below.

EXAMINATIONS

Subjects and Values

21.—(1) For examination purposes the courses are classified into the following Groups:

Group I: Science of Education, Kindergarten Principles, School Organization and Management.

Group II: Kindergarten Practice, Composition and Literature, Arithmetic.

Group III: Reading and Spelling, Art, Vocal Music, Hygiene, Physical Culture, Nature Study and Geography, Manual Training, Sewing.

(2) (*a*) There shall be final written examinations in the subjects of all the Groups. These shall be held as follows: In Group I in April; in Group II, in June; and in Group III, on the completion of the course concerned.

(*b*) In the subjects of Groups I and II the final examination papers will be prepared by the Department, one on each subject except in Kindergarten Practice in which there shall be two—one on Gifts and Occupations, and one on Songs, Games, and Stories, both being prepared by the staff. The final examination

papers in Group III shall be prepared for each school by its staff; copies of the papers and a statement of the other tests shall be sent to the Registrar of the Department on the completion of the examination concerned.

(*c*) The final examination in all the Groups shall be based upon the courses of study as prescribed in this Syllabus.

(3) In the examinations in Group I, the final examination papers in the Science of Education, Kindergarten Principles, and School Organization and Management shall be special. The maximum marks for each subject shall be 80 for the sessional records and 120 for the final examination.

In Group II, the maximum marks for Kindergarten Practice shall be 400, 100 being allowed for practical book work in the Gifts and Occupations and 100 for the paper; and, for each of the other subjects, the maximum marks shall be 200, 80 being allowed for Sessional Records and 120 for the final examination.

(4) The final examination papers and other tests in Group III shall be based upon the courses for the Kindergarten, the Kindergarten-Primary, and Form I, and the maximum marks for each shall be 100 for the sessional records and 100 for the final examination.

OBSERVATION AND PRACTICE-TEACHING

22.—(1) The marks counted in estimating the final standing of the teacher-in-training in Observation and Practice-teaching shall be those awarded her during the session for the lessons following those which form the Introductory Practice-teaching course. [See 19 (1).]

(2) The maximum marks for Observation in the Kindergarten Form shall be 300; in the Kindergarten-Primary Form, 200, and in the First Form 150; for Practice-teaching in the Kindergarten Form, 500, and in the Kindergarten-Primary Form, 300, and in the First Form, 200.

CERTIFICATES

23.—(1) (*a*) A teacher-in-training who at the final examinations obtains fifty per cent. of the marks in each subject of Groups I, II, and III, and sixty per cent. in each of Observation and Practice-teaching may be granted on the recommendation of the staff an Interim Kindergarten-Primary certificate, which shall be valid for two years in a Kindergarten-Primary Form, a First Form, or as an assistant or as a provisional director in a Kindergarten Form.

(*b*) A School Board that fails after due advertisement in securing for the position of director of a kindergarten a teacher holding a Kindergarten Director's certificate may, on recommendation of the Local Inspector and with the approval of the Minister, engage as provisional director a teacher holding an Interim or a Permanent Kindergarten-Primary certificate.

(2) After two years' successful teaching in a Kindergarten-Primary or a First Form, duly attested by the Inspector concerned, the holder of an Interim Kindergarten-Primary certificate may be granted a Permanent Kindergarten-Primary certificate which shall be valid in a Kindergarten-Primary Form or a Form I.

(3) After two years' successful teaching in a Kindergarten Form, duly attested by the Inspector, the holder of an Interim Kindergarten-Primary certificate may be granted a Kindergarten Director's certificate which shall be valid for the position of teacher in charge of a Kindergarten Form.

(4) On application to the Deputy Minister, an Interim Kindergarten-Primary certificate may be renewed after its expiration.

(5) A teacher-in-training who at the final examinations fails to obtain a Kindergarten-Primary certificate but who makes at least 60 per cent. in each of Observation and Practice-teaching, and who falls below the 50 per cent. standard in not more than four subjects of Groups I, II, and III, combined, may, on the recommendation of the staff, be exempted, as provided in (8) below, from further attendance at a Normal School in order to obtain a certificate. Others who have failed are required to attend from the beginning of the second term until the close of the session in June. See 5 (1) (*b*) above.

(6) The holder of a Kindergarten-Primary certificate may be granted an Interim Second Class certificate, provided she has attended for at least the third term the courses at a Normal School for said certificate and has passed the tests therefor at the final examinations in April and June; but the Principal of the Normal School may exempt such candidate from all or from parts of the courses which are the same for the Second Class as for the Kindergarten-Primary certificate but not from the examinations thereon. Such candidate's work in Observation and Practice-teaching may be confined to the forms beyond Form I, the number of Observation lessons being 30 and of Practice-teaching lessons 15.

(7) The holder of a Second Class certificate may be granted an Interim Kindergarten-Primary certificate, provided that she has attended the course for a Kindergarten-Primary certificate from January to June and has passed the tests therefor at the final examinations in April and June, but the Principal of the Normal School may exempt such candidate from all or from parts of the courses which are the same for the Kindergarten-Primary and the Second Class certificate, but not from the examinations thereon.

(8) The holder of a Kindergarten Director's certificate obtained under previous Regulations may be granted an Interim Kindergarten-Primary certificate provided that she has attended for at least the third term the Courses at a Normal School in the Kindergarten-Primary and First Form subjects and has passed the final Examinations connected therewith. Such candidate's work in Observation and Practice-teaching may be confined to the Kindergarten-Primary and Form I.

(9) Candidates who are hereafter exempted from attendance at a Normal School as provided in (5) above may take the examination or examinations in the subject or subjects in which they failed, but there shall be no allowance for the sessional marks obtained during attendance at the Normal School.

RECOMMENDATION.—**The holders of Kindergarten and of Kindergarten-Primary certificates are recommended to obtain, by attending the Summer Schools provided by the Department, one or more Elementary certificates in Art, Vocal Music, Manual Training, Household Science, and Physical Culture. By so doing, those whose time is occupied in the forenoon only may take part in the work of the other grades of the school in the subjects covered by the aforesaid certificates.**

NOTICE.—***No one shall hereafter be qualified to teach a Kindergarten-Primary Form except those who hold a Kindergarten-Primary certificate obtained under the Regulations of the Department.***

APPEALS

24. A candidate who has failed at an examination for a Kindergarten-Primary certificate may have her case re-considered if, within two weeks after the announcement of the results, her appeal, with a statement of the grounds on which it is based, is lodged with the Deputy Minister, accompanied by a fee of $2.00. This fee will be returned to the candidate if the appeal is sustained.

III. THE MODEL SCHOOLS

NORMAL MODEL SCHOOLS

1.—(1) The terms of the Normal Model Schools at Ottawa and Toronto shall correspond with those of the Public and Separate Schools. The regulations of the Department of Education with regard to pupils and teachers in Public and Separate Schools shall apply to the teaching staff and to the pupils of the Normal Model Schools, subject to any modifications that may be made from time to time by the Minister of Education.

(2) In the discharge of their duties, the assistant teachers of each Normal Model School shall be subject to the authority of the Principal of the Normal Model School, who shall himself be subject to the authority of the Principal of the Normal School, and responsible to him for the management and efficiency of the school under his charge.

THE OTHER URBAN AND THE RURAL MODEL SCHOOLS

2.—(1) The Principal and teachers of the other urban and the rural Model Schools shall be subject to the authority of the Principal of the Normal School for the purposes of the Normal School only, and shall discharge the duties required by the regulations of the Department satisfactorily to the Principal thereof. In the event of any dispute between the Principal of the Normal School and any Principal or the Teacher of any class in regard to any matter affecting the Normal School, the question in dispute shall be submitted for settlement to the School Board concerned, and, in the event of continued disagreement, to the Minister of Education, whose decision shall be final.

(2) Every teacher of the Model Schools in charge of class-rooms set apart for Observation and Practice-teaching, shall receive the teachers-in-training into his or her classroom for the aforesaid purposes, and all teachers concerned in any way in the courses of instruction required by the Department for the Normal School shall keep such class records and make such reports as may be required by the Minister of Education or the Regulations of the Department.

(3) The Principal of the Normal School shall be permitted on consultation with the Principals of the Model Schools to arrange the time-table and such other details of organization as may be necessary for the purposes of the Normal School, and any question in dispute shall be referred to the School Board, and, in the event of continued disagreement, to the Minister of Education, whose decision shall be final.

IV. REPEAL OF REGULATIONS

All former Regulations of the Department of Education that are inconsistent with the Regulations herein are hereby repealed.

Department of Education, Toronto.
May, 1921.